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ABSTRACT

Prepared as a definitive statement of educational quality for Texas, this document sets a goal for public school legislation. The model includes four coordinated strands: the problem-focused curriculum, the humanistic values curriculum, the curriculum for specialization, and the curriculum for personal growth and development. Program descriptions and recommendations are included for each of nine areas: elementary and middle school education, high school education, bilingual education, migrant education, provisions for exceptional children, adult and continuing education, occupational and technical education, compensatory education, and early childhood education. (Author/WM)

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CHOOL
URRICULUM
ESIGN FOR THE 1980's

**Developed Through Interaction with
and under Contract to the**

Governor's Office of Educational Research and Planning

DOLPH BRISCOE
Governor of Texas

August 1974

EA 006 497

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THE POSSIBILITIES FOR TOMORROW'S SCHOOL:
A PROPOSED PROGRAM FOR THE 1980's

Texas Association for Supervision
And Curriculum Development
Task Force to Study Improvements
In Elementary and Secondary Education

Prepared in response to a request from

Governor Dolph Briscoe's
Office of Educational Research and Planning

AUGUST 1974

OFFICE OF THE GOVERNOR
STATE CAPITOL
AUSTIN, TEXAS 78711

DOLPH BRISCOE
GOVERNOR

September 23, 1974

Dr. James L. Williamson
President
Texas Association for Supervision
and Curriculum Development

Dear Dr. Williamson:

You and all of the TASCD members can be justly proud of your organization's response to my request for a description of the quality of public school programming needed for the 1980's. It was my concern that Texas structure a school finance system which would facilitate--not impede--the development of quality educational opportunities for all students. The TASCD blue ribbon Task Force to Study Improvements Needed in Texas Public Education has certainly provided the input needed from the leaders of curricula and instructional development.

If my perceptions are essentially correct, the major thrusts of the blue print for program development are: (1) tailoring programs to meet the individual student's needs, in contrast to mass production, assembly line techniques; (2) ensuring flexibility in the funding system which will stimulate the development of innovative uses of human and material resources to meet the varying needs of students; (3) providing career-oriented educational opportunities from kindergarten through grade twelve; and (4) emphasizing in the early years the importance of the development of basic communications and computation skills and positive attitudes toward self and school. Even though I may not agree with all of the specific recommendations embodied in the report, the pervading messages are congruent with my own perceptions of the need for programmatic development. It is my hope that the major tenets of the report will become underlying premises in any program adopted by the 64th Legislature.

Please communicate my personal appreciation to the membership of TASCD--particularly to those who gave so unselfishly of their time in the development of the Task Force document. I am confident that the product will have a dramatic impact on public education in Texas.

Sincerely,

Dolph Briscoe

Dolph Briscoe
Governor of Texas

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The TASCD Task Force acknowledges the assistance of the Governor's Office of Educational Research and Planning at every step in its work. R. L. Hooker, Special Assistant to the Governor for Educational Research and Planning, Ben Dowd, Director, Planning, and others on the staff worked with the Task Force frequently and effectively.

The Task Force also appreciates the time and effort of the many persons who served on subcommittees or wrote position papers for consideration. An alphabetized listing of those persons is found at the end of this report.

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INTRODUCTION

The Texas Association for Supervision and Curriculum Development, from its inception in 1948, has been vitally interested in the development of curricular and environmental conditions for optimum learning opportunities at all stages of education.

The membership of TASCD includes curriculum directors, supervisors, principals, superintendents and other school administrators, college professors, education service center personnel, teachers, and educational consultants.

In the fall of 1973, Dr. Richard L. Hooker, Special Assistant to Governor Dolph Briscoe for Educational Research and Planning, met with TASCD in McAllen at its annual meeting. Later Dr. Hooker and other professional educators from the Governor's Office of Educational Research and Planning met with TASCD officers and its Legislative Committee. They requested that TASCD develop a study of improvements needed in elementary and secondary education to provide optimum learning opportunities for boys and girls in the 1980's. The study was projected to describe the type of educational programming which the teaching profession considers desirable for Texas boys and girls in the decade ahead.

A Task Force was appointed by President Jimmy Williamson composed of ten members of the association. The President, the President-Elect, and the Executive Secretary of TASCD were active working members of the Task Force. Representatives of the Governor's Office were active in every meeting of the Task Force.

The Task Force frequently consulted with the Commissioner of Education and other top officials of the Texas Education Agency, with the Presidents and representatives of the Texas State Teachers Association and its affiliate organizations, and with sub-committees and colleagues in school districts, universities, and education service centers.

In response to the request of the Governor's Office to develop reports on a number of program components, the Task Force formed sub-committees on the following related components:

ELEMENTARY AND MIDDLE SCHOOL GENERAL EDUCATION
HIGH SCHOOL GENERAL EDUCATION
BILINGUAL EDUCATION
MIGRANT EDUCATION
EDUCATION FOR EXCEPTIONAL CHILDREN
ADULT AND CONTINUING EDUCATION
OCCUPATIONAL AND TECHNICAL EDUCATION
COMPENSATORY EDUCATION
EARLY CHILDHOOD EDUCATION

For each of the above components, a Task Force member organized a sub-committee of leading practitioners and scholars in that specialization to study the status in that particular part of the curriculum and to project recommendations for the type of programs Texas should have in the 1980's.

In most instances, in order to avoid travel expenses, the sub-committee was composed of specialists who worked in geographical proximity to the sub-committee chairman. The Texas Education Agency provided from its staff a consultant for each of the sub-committees.

The nine sub-committees met frequently during the winter and spring of 1974. At each of nine regular meetings of the Task Force, a report from each sub-committee was reviewed.

The sub-committee reports provided the basis for debate and deliberation by the Task Force to formulate its final report and recommendations. Responsibility for the final content and recommendations rests with the Task Force.

Although descriptions are provided for each of the nine components studied by the sub-committees, the Task Force constantly sought unity and consistency in the report through focus on accepted basic concepts and curriculum emphases.

Early in the study, the Task Force, after extensive thought about assumptions concerning the curriculum for the future, adopted a set of assumptions. The assumptions, together with the Goals for Public School Education in Texas (adopted by the State Board of Education in April, 1973) provide the philosophical foundation for this report.

The Task Force adopted four basic curriculums to permeate all areas of the comprehensive school program. These are the Problem-Focused Curriculum, the Curriculum for Humanistic Values, the Curriculum for Specialization, and the Curriculum for Personal Growth and Development.

The report as here printed is submitted to Governor Dolph Briscoe for his consideration and as a resource for the development of legislative recommendations. The Texas Education Agency and other educational leaders have manifested interest; it is hoped that their actions will help to implement the proposed program.

The Executive Committee of Texas ASCD at its June meeting reviewed the proposed report. The Executive Committee indicated support of the basic ideas of the proposed curriculum. They requested the Task Force to make recommendations for further action by the Association. Such recommendations will be made at the Executive Committee's October meeting in Dallas. It is hoped that the Association will continue study of the report and the educators throughout Texas will support the implementation of the Task Force's recommendations.

RATIONALE

The rationale for the TASCD Task Force curriculum model and program proposals for the 1980's is built upon:

- a set of assumptions about individuals, schooling, and society which the Task Force believes to be supportable.
- the Goals for Public School Education in Texas adopted by the State Board of Education in 1970 and revised in 1973.

The TASCD Task Force believes that public education in the United States receives its purpose and direction from the nature of the individual and his or her potential on one hand and from the nature of society, its present, past, and future, on the other. The following assumptions are prepared as a rationale for effective programs of public education in our society for the coming decade.

The Individual

1. Every person has inherent worth and dignity which must be recognized and supported by all public institutions.

2. The individual is a social being. A basic need to belong to and be accepted by social groups supports an inner drive to maintain and to improve harmony with oneself and with one's environment.

3. All people are more alike than different in their basic needs for growth and development. The powers of thought and reason, however, cause people to seek to fulfill these needs in significantly different ways and to different degrees.

4. The individual is both dependent and independent. Although dependent upon the physical and social environments for many of one's needs, the individual values freedom to exercise control of one's life.

5. Humans are active beings in constant interaction with their environment. The individual behaves as a total organism with behavior primarily determined by one's perception of oneself in relation to one's environment.

6. The individual's ability to cope with the present is the best predictor of his or her effectiveness in coping with the future. Success and psychological security promote adaptability, creativity, and motivation.

7. One of the individual's most important tasks is to develop, identify, and accept a basic and sound set of values to guide his or her growth and development.

8. The individual's self-concept is paramount to his or her sense of well-being, motivation, and success.

Society

1. The basic tenets of democracy as reflected in the Constitution and in the Bill of Rights provide the guidelines and aspirations for the maintenance and improvement of society.

2. Involvement in decision-making regarding public policy including public education is an inherent right of our citizens.

3. Effective involvement in decision-making requires competency in areas of skills and knowledge but not necessarily the same level of competency in all people.

4. Societal changes promote changes in the ways people seek to meet their needs, which in turn promote additional changes in society and in social institutions.

5. Societal changes, both predictable and unpredictable, require a system of public education which is flexible, adaptable, and future-oriented.

6. For survival, stability, and progress, society needs each individual developed to maximum potential for service to oneself and to others.

7. Continuous societal changes require citizens who can learn, unlearn, and learn again.

8. Solutions to worldwide problems concerning population, natural resources, food supply, and equitable distribution of goods will demand the increased attention of each individual.

9. The survival, maintenance, and progress of a pluralistic society requires increased understanding, acceptance, interaction among people of all cultures, and cooperation among these peoples.

10. The involvement of all citizens in planning and establishing societal goals for the future is essential for stable progress.

11. Increased knowledge and understanding of society's present alternatives and their implication for the future are needed by all citizens.

12. Society's commitment to educating its members will expand formal and informal schooling opportunities.

Education, Schooling, and Learning

1. Education is a continuous process, causing the individual to search for self-understanding and self-improvement in service to oneself and to others.

2. Schooling is society's basic process for educating its members. Public schools reflect a basic commitment in our society.

3. Learning is the individual's discovery of personal meaning which may or may not be reflected in an overt change in behavior.

4. Learning and human development are individual characteristics dependent upon the identification and fulfillment of personal needs, aspiration, and potential.

5. Learnings promoted by the school should be appropriate to the learner's needs, style of learning, and rate of learning.

6. The school is responsible to both the individual and society. Thus, its endeavors may be classified into two broad areas. These are:

   a. Competencies in areas of skills, knowledge, understandings, and value clarification which society expects the schools to develop in its youth. Since learning experiences in these areas are required, they should be organized and structured for instructional purposes on the basis of how they are used in society.

   b. Areas of learning necessary to fulfill individual needs and aspirations for personal or occupational fulfillment. These optional areas of learning should be organized on the basis of specialized learning objectives.

7. Schooling in our modern and future societies cannot be restricted to the school setting. Schooling experiences must be as expansive as society and looked upon as experiments in future living.

8. Present problems of society and alternatives for the future will become the basis for problem-solving learning activities with the knowledge of the past used as a resource for seeking solutions.

9. Skills in planning, predicting, creating, and adapting will become basic skills in a schooling context.

10. Consumption, development, and sharing of natural resources and essential goods and services will become major topics for study and problem-solving.

11. The time that our youth devotes to full-time schooling will continue to be related to the employment needs of society.

12. The role of the schools will continue to be debated among various power groups in our society. Increased competency in educational leadership is essential for creative planning among these groups.

13. In order to meet the needs of society and its individual members, the school must become more flexible, more adaptable, more creative, and more responsive to changing needs.

14. Systems of educational accountability are essential for society's continuous support of our schools as costs continue to increase.

15. Society's agents for educating its youth (i.e. school personnel), must reflect a commitment to society and to the individual as well as possess competencies for their specific areas of responsibility.

In addition to the basic assumptions, the TASCD Task Force has considered carefully the Goals for Public School Education in Texas, adopted by the State Board in 1970, and revised in 1973. We find them compatible with our assumptions and endorse them as appropriate goals for planning the school for the 1980's.

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

1. Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
2. Skill in the logical processes of search, analysis, evaluation, and problem solving.
3. Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

1. Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
2. Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
3. Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health, and Ecological Balance

1. Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
2. Skill in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
3. Competence in recognizing and preventing environmental, ecological, and health problems.

E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

1. Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
2. Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

1. Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
2. Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
3. Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

A. The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

B. Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

C. The personnel program of recognition and rewards should be designed to attract and retain highly competent people.

D. The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Spring 1973

Texas Education Agency

Adopted October 3, 1970
Revised April 14, 1973
The State Board of Education

DESCRIPTION OF A COMPREHENSIVE CURRICULUM MODEL

A curriculum model which the Task Force describes is made up of four curriculums. The model provides one way to organize learning to achieve certain outcomes which are implicit in the present Goals for Public School Education.

The model is an example of what might be done in a school of the 1980's. All four curriculums are present in a comprehensive school program. All pupils participate in each of the four curriculums, but the extent to which one pupil is involved in any one at any time is carefully planned.

Much more planning must be done to make the model operational; however, it is proposed by the TASCD Task Force to illustrate what a quality curriculum may be like in the 1980's and to project staffing patterns, materials and facilities, funding formulas, and staff development which are needed to operate such a curriculum.

Problem-focused Curriculum

This curriculum is designed primarily to achieve citizenship goals, using the intellectual disciplines and processes and the interpersonal skills needed in a participatory democracy.

Trends in innovative social studies and science curriculum indicate an emergence of problem-focused curriculum. The Texas science curriculum study now in progress, for example, proposes a student-centered framework in which science knowledge, concepts, and processes work to solve "people problems." These "people problems" are viewed in terms of school experiences which lead toward a healthy confrontation of changing patterns of human activity.

In innovative social studies projects in the United States, the tendencies are similar. According to Hertzberg,

> One [tendency] concerns the content, which tends to be issue-, theme-, or problem-oriented and to be developed through multidisciplinary, or fused approaches rather than through emphasis on the nature and methodology of the separate disciplines. Another involves flexibility for both teachers and students in choosing materials, directions, and activities. Clearly, also, there is a deep interest in the student as a "whole person"--in moral, affective, and cognitive development; in the examination of values; and in the analysis of and participation in decision-making processes. . . . So marked is the tendency to start with a problem--whether social, political, cultural, or personal--that the new movement may aptly be called the "problem-focused" curriculum.*

The TASCD Task Force sees a problem-focused curriculum as one part of a comprehensive school program, beginning in the preschool programs and continuing into adult programs. The opportunity for boys, girls, and adults to work in short- and long-term problem solving should increase their skills of working together, seeking knowledge from many areas, and using a wide variety of resources. All the while they would be strengthening their confidence in themselves for living in a complex world.

Curriculum for Humanistic Values

This curriculum is designed primarily to achieve appreciation of culture, language, and life style diversities, and to develop competence in personal and social relations in a pluralistic society. The boundary between the problem-focused curriculum and this one is elastic because many learning opportunities may serve both.

A significant trend toward a humanities approach is evident in social studies, fine arts, foreign language, and English language arts.

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*Hazel W. Hertzberg, "The New Curriculum Movement in the Social Studies: Uses of the Past and Implications for the Future," Social Science Education Consortium Newsletter (NSF-sponsored), April 1973.

A number of Texas elementary, middle, and high schools have developed multidisciplinary courses, programs, or approaches. All consider man as a totality, including his art, literature, music, and other creative endeavors, as well as those aspects generally included within the social sciences. Supporting this trend are movements toward individualization, personalization, interpersonal relationships, and value clarification.

The Association for Supervision and Curriculum Development has worked for many years to promote a curriculum for humanistic values, a humanistic education for boys and girls. The latest yearbook of ASCD, Education for an Open Society,* reemphasizes the need for

- leading students to know, understand, and appreciate each other, including the history, life styles, values, and other information about mankind as an integral part of the curriculum, not as a separate or isolated body of knowledge
- utilizing the world of community in which students live as a framework to develop a "relevant" or "open society" curriculum
- identifying and working to achieve realistic skills or proficiencies that seem basic to one's ability to function in an open society.

The TASCD Task Force views the curriculum for humanistic values as one part of a comprehensive curriculum, vital to each individual, from early childhood through adulthood. This curriculum should be an integrating force bringing together subject matters frequently isolated, and drawing individuals into productive working relationships in the school.

---

*ASCD 1974 Yearbook Committee, Education for an Open Society, ASCD Washington, D.C., 1974.

Curriculum for Specialization

This curriculum is designed primarily to achieve goals of economic and occupational competence and of creative and responsible use of leisure time. Obviously, the goal of intellectual discipline, particularly the basic or fundamental skills, must also be achieved as a foundation for career and avocational competence.

This curriculum provides a wide and varied range of opportunities for individual students to work to some depth in the interests, tasks, or careers which they choose on the bases of interest and aptitude. In the past, specialization for career purposes was delayed by many students until after high school. There is a growing realization that all students should have the opportunity to leave school with entry level skills and with competence for continuing career education. This skill and competence may be achieved if investigation and preparation is carefully planned and carried out during the high school years.

In addition, all students should be encouraged through this curriculum to explore interests and to extend their interests through group instruction and independent study. Avocational interests can begin early and later become commitments.

Specialization also includes learning opportunities chosen on the basis of individual interest in work experience, community service, or extended study in another school center or alternative school program. Particularly in urban areas, alternative high school programs are already in operation. In the alternative school program, curriculum for specialization is primary, and the other three curriculums are supportive.

The TASCD Task Force recommends that the comprehensive public school curriculum include a curriculum for specialization, which begins in the early grades with boys and girls learning that they make a commitment of time and energy to develop special abilities. In later years, they learn that this same commitment results in career competence and satisfying avocational interests.

Curriculum for Personal Growth and Development

This curriculum is designed to provide the competencies in basic skills of communication and mathematics, personal health and physical well being, and other general educational competencies, such as creative expression, which aid the individual in identifying and serving personal needs and potentialities.

It should include exploratory activities that give each student many opportunities to discover interests for later specialization. In this curriculum pupils are provided the services needed to plan for personal development.

The TASCD Task Force proposes this curriculum for personal growth and development as one part of a comprehensive school program. Involvement in the elementary school years would be basic and individualized; in the secondary school years, supportive and personalized.

CHARTS DESCRIBING A COMPREHENSIVE CURRICULUM MODEL FOR ELEMENTARY, MIDDLE, AND HIGH SCHOOL

The comprehensive curriculum model proposed is one which permits maximum flexibility in instruction and which limits compartmentalization of the school program. Experience provided through a curriculum such as the model proposes would be available to all pupils.

The charts which follow attempt to describe the comprehensive curriculum model. Chart A illustrates the elementary school model, its characteristics and its outcomes. The chart is read vertically.

Chart B displays the middle school model, its characteristics and its outcomes. The chart is to be read vertically.

Chart C illustrates the high school model, its characteristics and its outcomes.

Further elaboration of the charts is found in descriptions of the various components of the school program.

CHART A

A COMPREHENSIVE CURRICULUM MODEL: ELEMENTARY SCHOOL

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Characteristics:	**Characteristics:**	**Characteristics:**	**Characteristics:**
.multi-disciplinary	.multi-disciplinary	.individual, extended study	.careful and continuous assessment
.short- and long-term involvement	.short- and long-term involvement	.multi- or single-disciplinary	.individual, highly personalized prescription
.group-centered	.group-centered	.involvement for long enough to test individual interest and aptitude	
.use of home/school/community resources	.use of home/school/community resources	.individual-centered	
		.use of all available resources	
Outcomes:	**Outcomes:**	**Outcomes:**	**Outcomes:**
.concept development in disciplines used in solving problems	.exploration of values in language/cultural pluralism and work-oriented society	.growing competence in process, such as study skills and decision-making	.competence in basic skills of reading and mathematics
.competence in family and school citizenship	.exploration of cultural heritage (literature, drama, history, music, art, social institutions)	.awareness of opportunities for specialization in careers, education, etc.	.competence in communication
.participation in problem-solving and group process	.self-acceptance	.awareness of career ladders and lattices	.information skills and habits which can lead to healthful living
.attention to timely problems important to individual and group			.physical and emotional growth and development

A Comprehensive Curriculum Model: Elementary School (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.active role playing, with developing repertoire of skills in problem solving and group work	.exploration of media for creative expression	.understanding of what commitment to developing specialty means	.competence in several media for creative expression
.self-reliance; self actualization	.exploration of work values	.foundation for further study and exploration	.safe living as a young person
.decision-making skills	.practice in healthy and productive human relations		.self-confidence
.awareness of "work"			.self-exploration of interests and aptitudes
			.attitudes toward productive effort (work) which are satisfying to self and others

CHART B

A COMPREHENSIVE CURRICULUM MODEL: MIDDLE SCHOOL

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.multi-disciplinary .short- and long-term involvement .group-centered .use of home/school/ community resources	.multi-disciplinary .short- and long-term involvement .group-centered .use of home/school/ community resources	.individual, extended study .probably single discipline .short- and long-term involvement .individual-centered .use of all available resources	.careful and continuous assessment and guidance support .short- or long-term involvement .individual, highly personal prescription
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.concept development in disciplines used in problem-solving .involved and informed school citizens .growing competence in problem-solving and group process .awareness of community problems and student involvement appropriate to maturation	.exploration of values in language/cultural pluralism .exploration of cultural heritage (literature, drama, history, music, art, social institutions) .participation in "saving" or "conserving" these values and transmitting them as appropriate to maturation	.beginning understandings of special needs and skills for various clusters of jobs .competence for continuing career exploration .increasing competence for avocational pursuits .some beginning competencies in salable skills for part-time jobs	.competence in basic skills of reading and mathematics .competence in communication .information skills and habits leading to and maintaining healthful living .safe living in more complex environments and tasks .competence in a variety of media for creative expression

A Comprehensive Curriculum Model: Middle School (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.self-awareness	.exploration of work values		.positive self-image
.awareness of career/public service opportunities	.exploration of ways to express self creatively		.awareness of marriage/parenting skills
.awareness of the complexities in society and the many perspectives from which the world of work must be viewed	.awareness of career and/or vocational opportunities in relation to humanistic values		.awareness of self (interests and aptitudes) in relation to possible careers or vocations
	.awareness of relative needs for freedom and responsibilities to self, family, and society		.positive attitudes toward careers and world of work

CHART C

A COMPREHENSIVE CURRICULUM MODEL: HIGH SCHOOL

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.multi-disciplinary	.multi-disciplinary	.individual, extended study	.careful periodic assessment
.short- and long-term involvement	.short- and long-term involvement	.long-term involvement	.short- or long-term involvement
.group-centered	.group-centered	.individual-centered	.guidance support
.use of community resources	.use of community resources	.use of all available resources	.individual prescription
			.continuous progress
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.involved and informed citizens	.respect for individual differences and pluralism	.competence for career entry	.competence in basic skills of reading and mathematics
.competence in problem-solving and group process	.recognition of the value of cultural heritage (literature, drama, history, music, art, social institutions)	.competence for continuing education	.competence in communication
.sensitivity to issues of the time and importance to individual and group	.recognition of the value of cultural pluralism and languages	.understanding of economics, the work-world, free enterprise systems	.physical and emotional maturity
.self-understanding		.competence for avocational pursuits	.understanding of and ability to set and achieve reasonable goals
.relation of problem-solving to career choice		.ability to become a useful producer/consumer	.life-time skills and habits for maintaining healthful living

A Comprehensive Curriculum Model: High School (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.conceptual understanding of disciplines used in problem-solving	.participation in "saving" or "conserving" these values and transmitting them	.understanding of commitment needed for specialization	.competence in creative expression
.ability to make decisions based upon accurate and valid data	.competence in self-expression	.positive attitudes toward worker/career	.parenting skills
.understanding of labor/other organizations related to world of work	.ability to discipline self and have realistic self-concept	.understanding of and ability to use resources to advantage for self and society	.safe living as driver, householder, worker, etc.
	.relation of human value systems to workers/careers		.positive self-image
	.respect for rights of others		.realization of the value of "learning" as a life-long and worthwhile pursuit

CONCEPTUAL OVERLAYS IN THE MODEL

The comprehensive curriculum model by design has at least four overlays which are supported throughout the curriculum and in all program components. These overlays are conceptual, all influencing what is taught, when it is taught, and how it is taught.

The first overlay is valuing--valuing self and others, valuing resources, valuing heritage, valuing opportunity. The Task Force believes that developing the competencies of pupils in value clarification is a part of the school's responsibility. Value clarification becomes an objective in each curriculum and in each program component.

The second overlay is individualization. The curriculum model provides the flexibility and the breadth of opportunity needed to individualize or personalize instruction. All components, from early childhood education to adult education, incorporate the overlay of individualization. The proposals focus all educational efforts on each pupil as an individual.

The third overlay is multicultural education. Ensuring that the concept of cultural confluence is developed by all pupils cannot be relegated to a single curriculum, but must permeate the four curriculums. Teaching the concept is not the responsibility of a single component in the school program, such as bilingual education, but overlays all components.

The fourth overlay is career education. The descriptions of all program components incorporate career education objectives. The following charts describe how career education becomes an objective in each of the four curriculums. The ideas here are not inclusive of all the ways career education permeates the curriculums.

A COMPREHENSIVE CURRICULUM MODEL: ELEMENTARY AND MIDDLE SCHOOL

CAREER EDUCATION OVERLAY

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Awareness:	Awareness:	Awareness:	Awareness:
Pupils become aware of career opportunities as they explore a problem of a group (e.g. the way workers in the school cooperate to solve a school problem). Pupils understand how many workers use problem solving as a skill, observed as the group solves a problem (by analogy) and as they work with workers (by observation).	Pupils enlarge their awareness of career opportunities as the group explores value systems (through reading, discussion, etc.) and as they see models in the community from their ethnic group. Pupils understand how workers value their differences and cope with their differences in language and culture.	Pupils use their study skills and decision-making skills in career awareness activities (e.g. preparing a group report on a career cluster. Pupils explore their interests and motivations, and they begin to make connections between themselves and the world of work.	Pupils understand that basic skill competence is essential to certain careers (e.g. reading is important in teaching). Pupils become aware that personal satisfaction comes from doing a job well--in school, at home, at work.
Exploration:	Exploration:	Exploration:	Exploration:
Pupils explore careers related to problem-focused group work they are doing. They experience real problem-solving in career-related contexts.	Pupils explore careers related to institutions, such as theater, museums, and the human relationships in all careers. They explore the value systems operating in selected courses.	Pupils explore careers in greater depth, with real involvement in the community, or with simulated experience in school.	Pupils explore their strengths and weaknesses, their interests and aptitudes. They practice and then participate in real situations, such as interviewing, job applications.

A COMPREHENSIVE CURRICULUM MODEL: HIGH SCHOOL CAREER EDUCATION OVERLAY

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Awareness and Exploration: Students continue to learn about careers as they extend their reading and experience and interact with the world of work. They enlarge their awareness because they are becoming adults, seeing better the interrelationships and the complexity of the economic system and of various careers, particularly in social institutions, government, health, welfare, environment, etc.	Awareness and Exploration: Students continue to learn about careers as they extend their reading, experience, and interactions with others. As personal and societal values are explored, so are work values. Students explore careers their peers are preparing for and consider the interactions of life styles of workers	Awareness and Exploration: Students continue to learn about careers as they prepare for their own. They also learn more about opportunities for avocational pursuits and explore new interests.	Awareness and Exploration: This curriculum gives the student remedial, corrective, and developmental instruction in reading writing, mathematics, health, physical education, speech, driver education, and other areas which are needed by an individual working in any career.
Investigation and Preparation: Involvement in problem solving, human relations, and group process leads to involvement with those in school/community who use these skills in their careers or as citizens.	Investigation and Preparation: Studying the pluralistic society and cultural heritage prepares the pupil for making a living in that society with positive self-image and with understanding and appreciation of diversity.	Investigation and Preparation: Development of competence for career entry. Development of competence for continuing education.	

THE DISCIPLINES AND THE
COMPREHENSIVE CURRICULUM MODEL

Traditionally, the public school has organized its curriculum around the disciplines or bodies of knowledge which provide curriculum content. The following chart shows the distribution of the disciplines in the reorganized curriculums projected in the comprehensive model. Major use is marked [x]; support use is marked +. All four curriculums are taught in a comprehensive school.

	Problem-focused Curric.	Curric. for Humanistic Values	Curric. for Specialization	Curric. for Personal Growth & Development
ENGLISH	+	[x]	[x]	[x]
SOCIAL STUDIES	[x]	[x]	[x]	
SCIENCE	[x]	+	[x]	
MATHEMATICS	+	+	[x]	[x]
HEALTH	[x]		[x]	[x]
PHYSICAL EDUCATION			[x]	[x]
FOREIGN LANGUAGE		[x]	[x]	
FINE ARTS		[x]	[x]	[x]
SAFETY & DRIVER ED.	+			[x]
BUSINESS EDUCATION	+	+	[x]	[x]
HOMEMAKING	+	+	[x]	+
INDUSTRIAL TECHNOL.	+	+	[x]	+
AGRICULTURE	+	+	[x]	+
DISTRIBUTION	+	+	[x]	+

When the curriculum model is studied by specialists in these and other disciplines, these more obvious distributions may certainly be modified.

RELATIONSHIP OF THE CURRICULUM MODEL AND THE PROGRAM COMPONENTS

The Task Force believes strongly that the curriculum of the school for the 1980's must be an integrated, unified curriculum. The four curriculums are designed to integrate and to coordinate teaching and learning. These four curriculums also are designed to encompass the educational program components which the TASCD Task Force report describes:

ELEMENTARY AND MIDDLE SCHOOL GENERAL EDUCATION
HIGH SCHOOL GENERAL EDUCATION
BILINGUAL EDUCATION
MIGRANT EDUCATION
EDUCATION FOR EXCEPTIONAL CHILDREN
ADULT AND CONTINUING EDUCATION
OCCUPATIONAL AND TECHNICAL EDUCATION
COMPENSATORY EDUCATION
EARLY CHILDHOOD EDUCATION

These components contribute to a coordinated whole. The Task Force believes that the comprehensive curriculum model will serve as an umbrella for these components.

The following chart visualizes the relationship of each component to the four curriculums. It does not, however, show the complex interrelationships among components. The program component descriptions seek to clarify these interrelationships. For example, the overlapping components of early childhood education and elementary education are described, the Task Force hopes, with consistency.

	Problem-focused Curric.	Curric. for Humanistic Values	Curric. for Specialization	Curric. for Personal Growth & Development
GENERAL EDUCATION	X	X	X	X
VOC. EDUCATION	←	←	X	→
MIGRANT	X	X	X	X
BILINGUAL	X	X	X	X
SPECIAL EDUCATION	X	X	X	X
GIFTED/TALENTED EDUCATION	X	X	X	X
ADULT EDUCATION	←	←	X	X
EARLY CHILDHOOD EDUCATION	←	X ←→	←	X
COMPENSATORY EDUCATION	←	←	←	X

The arrows indicate support; the X's indicate focus. For example, the X for Vocational Education shows its thrust in developing pupil specialization, but it supports other curriculums.

INSTRUCTIONAL SUPPORT SERVICES

INTRODUCTION

Curriculum and instruction must be supported by a number of services performed for pupils and teachers. All of these services are focused on improving the teaching/learning processes. All must have impact upon teachers and pupils.

These services are described briefly in this section of the report:

- pupil personnel services
- instructional leadership services
- instructional resources system
- professional development: inservice and preservice education

How are these services delivered to teachers and pupils? They should be delivered through a coordinated statewide network. The Task Force endorses a network at three levels--state, regional, and local--with colleges and universities performing support services to staffs at each level.

Texas can move confidently into the 1980's because these levels are in place and ready to perform instructional support functions more efficiently. In this section, the Task Force recommends ways of improving the coordination among these levels of governance.

PUPIL PERSONNEL SERVICES SUPPORTING ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

The TASCD Task Force believes strongly that pupil personnel services are needed at all levels of the school program. Defining these services in terms of a 1980 program requires a vision of pupil needs, societal pressures, and educational programs expected then.

The Task Force has arbitrarily eliminated from its definition lunchroom and transportation services for pupils. This is not to say, however, that these services do not impact the educational program and influence the quality of learning. Transportation services, especially, should be flexible enough for movement of pupils within the school day to community resources, and to special education programs or activities within the district but not available on every campus.

Pupil personnel services which the Task Force describes are

. counseling and consultation

. home/school/community liaison

. job placement and follow-up

. health, welfare, and family referral

Characteristics and outcomes of these services are listed on the following charts, one for elementary and middle school education, another for high school education.

PUPIL PERSONNEL SERVICES - ELEMENTARY AND MIDDLE SCHOOL
(SUPPORTING AND COORDINATED WITH INSTRUCTION)

Counseling/Consultation	Home/School/Community Liaison	Job Placement and Follow-up	Referral Services
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.involvement of many types of people, particularly teacher/counselor .individual- and group-oriented .provision of resources in personal/social/educational areas .accessibility .feedback for improving learning .feedback for improving consultation	.responsiveness .individualization/personalization .three-way communication sensitive to relationships of all involved .feedback for improving learning .feedback for improving liaison	.provides resources for administrative/teacher awareness of service available in later schooling .begins to develop awareness of pupil and parent to anticipated needs and planned services	.inclusive of health, welfare, and family services .accessible .coordinated .individualized/personalized .feedback for improving services
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.awareness of available consultation .successful experiences with consultation .developing processes to gather information necessary to decision-making .self-awareness and confidence .awareness of alternative avocational/vocational interests and opportunities	.regular and productive attendance .open communication between pupil and others .general well-being and satisfaction .cooperation, understanding, and communication between teacher and parent	.beginning awareness that services may be needed	.improved health, attendance, etc. .satisfactory experience in referral

PUPIL PERSONNEL SERVICES - THE HIGH SCHOOL
(SUPPORTING AND COORDINATED WITH INSTRUCTION)

Counseling/Consultation

Characteristics:

- .involvement of many types of people
- .individual- and group-oriented
- .resources in personal/social/avocational/career/educational areas
- .accessibility
- .feedback for improving learning
- .feedback for improving consultation

Outcomes:

- .competence in solving personal and educational problems
- .life-time capacity for information gathering and processing relative to career decision-making
- .awareness of alternative avocational interests and opportunities

Home/School/Community Liaison

Characteristics:

- .individualization/personalization
- .two-way communication
- .sensitivity to relationships of all involved
- .feedback for improving learning
- .feedback for improving liaison

Outcomes:

- .regular and productive attendance
- .open communication between student and others
- .well-being and satisfaction
- .understanding of need for human interaction

Job Placement and Follow-up

Characteristics:

- .centralization
- .part-time and full-time placement
- .accessibility
- .community emphasis
- .before, during, and after schooling feedback for improving instruction
- .individualization
- .feedback for improving pupil personnel services

Outcomes:

- .knowledge of employment opportunities
- .successful work experience
- .suitable employment
- .knowledge of personal interests and aptitudes

Referral Services

Characteristics:

- .health, welfare, and family services
- .accessibility
- .coordination
- .rehabilitation
- .individualization/personalization
- .feedback for improving services

Outcomes:

- .knowledge and use of services
- .improved health, attendance, etc.

INSTRUCTIONAL LEADERSHIP SERVICES

Instructional leadership services have traditionally been provided in Texas public schools by several kinds of people, such as supervisors, principals, assistant principals, assistant superintendents, and directors of instruction. TASCD has supported the position that instructional leadership services are best performed at several levels within the school district and by several kinds of people. Goals for Supervision in Texas, a statement disseminated by TASCD more than ten years ago, described supervision in terms of leadership by a team of competent people, specially trained.

In 1969, instructional leadership services were further described in legislation as a hierarchy of instructional officer positions with pay grades, functions, and requirements. TASCD expressed support of the career development possibilities of this hierarchy of positions, and affirmed its belief in instructional leadership services guaranteed through the Foundation School Program.

TASCD has most recently prepared a position paper for the Texas State Commission on Professional Competencies describing the professional competencies of instructional officers. The Task Force endorses this document as an up-to-date basis for projecting leadership services needed in the 1980's. When personnel with these professional competencies become available consistently to Texas school districts, the teaching/learning process will be improved cooperatively with teachers, pupils, parents, and other staff members.

The TASCD Task Force, projecting services for the 1980's, sees the teacher-leader, and others at the campus level, emerging with increased responsibility for instructional leadership, since constructive change through leadership must ultimately permeate the campus and the classroom. The need for leadership at the campus and classroom level must be supported by a network of leadership.

Instructional leadership services for the 1980's should be provided at the three levels -- state, regional, and local -- with increased support from state funds. Additional services needed at any of the three levels should be available through contract with individuals or groups in colleges or universities, in consultative firms, in regional educational laboratories, and elsewhere.

With the belief that services available anywhere should be available everywhere, the Task Force recommends that a coordinated system for providing instructional leadership services should be a goal for the 1980's. Such a system would be linked with other coordinated systems for

- personnel development
- management and accountability
- instructional resources
- curriculum development
- research and development

Such linkage would, among other things,

- provide direction for educational renewal in the state
- coordinate the resources needed for renewal
- improve efficiency of instructional leadership

- define more specifically the functions of state, regional, and local instructional leadership and eliminate unnecessary duplication

- result in improved teaching and learning

Like the management and accountability model presented in this report, a model for instructional leadership services would delineate generic services which should be provided at all levels, and add services which should be assumed only at one level. It is recommended that TASCD, using its competencies document as a base, develop such a model as soon as possible.

Other recommendations include the following:

- Salary schedules for personnel providing instructional leadership services -- whether at the state, regional, or local levels -- should be high enough to attract the most competent people.

- The training programs for instructional leadership service personnel should be competency-based, with a strong internship component.

- The teacher center should serve as a base for locating, motivating, and developing instructional leadership personnel.

- Adjustments should be made in work load formulas so that the highly competent specialists on college and university campuses can be made more readily available for consultation to state, regional, and local education agencies.

INSTRUCTIONAL RESOURCES SYSTEM

All students are entitled to access to instructional resources appropriate to their educational needs. Based on this premise, a TEA grass-roots study of instructional resources, 1971-72, has resulted in actions to establish a statewide system for delivery of these resources. The TASCD Task Force has studied the reports of the study and has reviewed the plans for establishing a coordinated system for the state. Implementation of these plans should provide instructional resources needed by schools of the 1980's to support the curriculum and instruction the Task Force envisions.

The existing organizational structure--state, regional, local--should be used to coordinate the development, selection, acquisition, delivery, utilization, and evaluation of instructional resources; and personnel, both professional and paraprofessional, should be made available to carry out these functions and their coordination.

Development of five components of the system should be moved forward in the coordinated network:

1. The learning resources center at the campus, district, and regional levels. Major focus in the projected system should be on this component, and particularly, on the campus center which brings materials and services desired by teachers and pupils into position for facilitating the learning process. The test of any statewide system is at the campus level.

2. The instructional materials adoption program. This program projects a continuation of the state adoption of textbooks with a

gradual expansion to include multimedia instructional systems for learning. Schools in the 1980's should have available interrelated learning materials, validated through use by teachers and pupils.

3. The professional development program. This component of a statewide system should provide support for better utilization of resources by teachers and pupils. It should, of course, be coordinated with other staff development activities affecting curriculum and instruction.

4. The technology and dissemination program. This component should provide guidance in applying new and advanced technological processes in teaching and learning.

5. The instructional resources information program. This component supports the system by collecting and managing data which describe instructional resources needs.

The instructional resources system for Texas schools should provide for the 1980's an organized structure to effect changes in staff, changes in technology, and changes in service needed for more effective teaching and learning to achieve the Goals of Public School Education in Texas.

IMPROVEMENT OF PROFESSIONAL DEVELOPMENT AND INSERVICE EDUCATION

The idea of expanding, encouraging, and supporting professional development activities through the Foundation School Program is widely accepted, but the range of quality in implementation has included wide variations. In some schools, teachers enjoy a wide variety of options for professional development.

Classroom teachers and professionals of all categories should have more initiative, participation, alternatives, and consideration in the planning of professional development experiences.

A statewide commission should have the responsibility of developing and implementing guidelines and/or standards for professional development activities, both preservice and inservice. The commission might bring about coordination of local efforts with state efforts and priorities. Leadership resources for staff development might be better utilized through a coordinated system, and duplication of services and activities might be lessened.

Every professional in public schools, colleges, and universities should write his own personal professional development plan. Each should be a long-range plan with basic goals but with precise and definite specifications for the next 12-month period. Each plan should be reviewed and approved by an appropriate supervisor or colleague. Each plan should include elements of study, creative production, group deliberation, service, and practical applications. Each plan should relate personal development to the school faculty's professional development plan, to school district inservice education, and to the Goals for Public School Education in Texas.

School administrators, including superintendents, Texas Education Agency officials, service center personnel, and all specialists should fulfill standards for professional development equivalent to those for teachers.

Evaluation of each professional's work and progress should be cooperative and objectively developed on the basis of school board policies, job descriptions, and professional development plans. Evaluation should be improvement-oriented, open, and focused on the learning and development of pupils. Evaluation should be continuous, with a comprehensive review at least annually by each professional and the person to whom each is responsible.

Each school district and each cooperative group planning professional development activities (teacher education center, regional education service center, consortium of colleges and school districts, or county-wide group) should have a professional development council with representation from instructional supervisors, professional teacher associations, universities, and principals to plan and to recommend approval of professional development plans.

Foundation School Program funds should be provided for financing approved cooperative professional development programs. Annual plans for such cooperative professional development programs should be developed as proposals along the lines of proposals under Title III of the ESEA of 1965. Plans would be subject to approval by a State Commission upon recommendation from the Agency staff.

TEACHER EDUCATION'S IMPACT ON ELEMENTARY AND SECONDARY EDUCATION

The strategic significance of rigorously objective standards for teacher education and for screening and selecting qualified graduates for teacher certification is reaffirmed.

The authority of the State Board of Education to set standards for teacher education in accredited colleges and universities and to develop rigorous standards and procedures for approval of teacher education programs is reaffirmed.

The Texas Education Agency, the approved universities and colleges, the cooperating school districts, and the teaching profession should work together wholeheartedly for thorough application of standards for teacher education and certification.

The time and work of cooperating teachers and school districts in the student teaching program are recognized through Senate Bill 8 of the 1969 Legislature by payments to cooperating teachers and school districts for their part in supervising student teachers. A revised statute should provide fiscal support to universities and colleges as well as to schools and cooperating teachers not only for supervising student teachers but for supervising all professional laboratory experiences of prospective and practicing teachers. Fiscal support should be provided also for cooperative teacher education centers and the planning and evaluation programs necessary for quality professional laboratory experiences.

Upon graduation from an approved teacher education program or upon entry into teaching in Texas elementary or secondary schools after teaching in another state, each teacher should be issued a temporary teacher's certificate valid for one year and renewable at the request of the school district superintendent for a total of three years. Existing certificates, however, should be protected.

During the first three years of teaching, each teacher should participate in an intensive cooperative orientation and professional development program. Foundation School Program funds should be provided for teachers' released time and for participation of colleges and universities, supervisors, professional teacher associations, and education service centers in this orientation and professional development program. Each college or university should cooperate with schools in a realistic, effective, follow-up of its graduates in service.

Fiscal provision should be made for released time of principals, qualified professional supervisors, and college or university instructors for this orientation and professional development program. These personnel should be specifically prepared as professional supervisors with clinical experience in instructional supervision.

Continuous evaluation by the beginning teacher, by the school district, and by the college or university should lay the basis for a recommendation after 2 1/2 years of service whether or not the temporary teacher's certificate should be converted to a permanent or standard teacher's certificate.

The professional teacher's certificate should continue to be based on an approved Master's degree program.

All colleges and universities should continue to develop programs of competency-based teacher education. The Texas Education Agency should sponsor research concerning creative implementation of competency-based teacher education and concerning evaluation of competency-based teacher education.

INSTITUTIONAL ROLES AND RELATIONSHIPS

If the TASCD Task Force recommendations for educational improvements are to be attained by the 1980's, institutions now charged with specific responsibilities within the educational enterprise must be strengthened, and cooperative actions among these institutions must be the rule, not the exception.

Roles and relationships must be developed and clarified to the degree that each institution contributes actively and productively to the attainment of the Goals for Public School Education in Texas.

Institutions now sharing legislated responsibilities at various levels for the educational program of the state include the local school districts, regional education service centers, institutions of higher education, and the Texas Education Agency.

Several issues emerge as roles and responsibilities are defined and operationalized. Among these issues are the following:

1. Should the 20 regional service centers become branches of the Texas Education Agency and, therefore, assume some of the regulatory responsibilities of the Agency?

2. What is the role and responsibility of the local, regional, and state level institutions in the management of an accountability for public school programs?

3. Where does the primary responsibility for teacher education and training reside?

4. Should the legislated scope of the regional centers be broadened to include the provision of services to institutions of higher education?

In what ways can regional education service centers and the Texas Education Agency best serve large urban school districts?

5. How can instructional leadership resources be coordinated to meet regional and statewide needs?

6. How can institutional resources be coordinated and utilized to provide a unified complete system for data gathering as a support for the management and accountability system?

7. Should state monies flow to institutions other than local education agencies for direct instruction to pupils?

With respect to some of the issues identified, the following recommendations for consideration are made by the TASCD Task Force:

1. The twenty regional education service centers should continue to be responsive to regional needs and accountable to the participating agencies for the delivery of services to meet needs. Regulatory functions should be retained primarily by the Texas Education Agency. A comprehensive study, however, should be made of the changes in operation in the Texas Education Agency that have occurred as a result of the establishment of the service centers. This study, made in light of legislated functions of the Agency and State Board of Education policy, may provide the background for new roles and relationships.

2. Regional education service centers should strengthen their respective regional educational planning efforts and include as full partners not only the local school districts, but also institutions of higher education and other agencies impacting public education within a given region.

3. Local school districts, service centers, the Agency, and universities must share responsibility for the preservice and inservice education and training of professional educators. The Teacher Education center concept offers promise for realizing shared responsibility and cooperative decision-making with regard to education programs. Action should be taken to strengthen these cooperative relationships, and to include the education professions as a full partner in the process. The authority for approval of teacher education programs should reside with the Texas Education Agency, and the responsibility for recommending for certification should be that of the university and/or the teacher center cooperative.

4. The State Plan for Regional Education Service Centers now provides for the representation of institutions of higher education on the Joint Committees. These institutions, however, are ineligible to receive media services. It is recommended that media and other services be provided to schools of education and library and information science.

Each institution has a function in a coordinated instructional resources system described in another section of this document. These functions should be thoroughly explored and understood to avoid fragmentation and duplication.

5. A model for instructional leadership services at the local, regional, and state level should be developed (see pages 34-36).
The regional education service center seems to be the logical institution to identify a cadre of instructional leadership resources for use by cooperating institutions.

6. A management and accountability system which supports the curriculum model described in this document is discussed on pages 52-56. The accountability model indicates specific responsibilities for institutions at the local, regional, and state level.

7. An educational renewal system, described on pages 47-58, needs the linkage provided by regional service centers.

8. The TASCD Task Force believes that the local school district is the primary institution responsible for providing direct instruction to pupils and should be accountable for a program designed to meet student needs. All state monies for providing direct instruction to pupils, therefore, should flow only to the local district. The local district, however, should be permitted to use state funds for contracting for instruction with other institutions where it is more advantageous for the pupils.

THE EDUCATIONAL RENEWAL SYSTEM

INTRODUCTION

Educational renewal is the system of interrelated processes whereby the educational institution (i.e. the state educational system) consciously and continuously seeks desirable improvements in its products and processes (internal improvements) and its role relationships in and with the larger society (external or context improvements).

Internally, the institution's goals and objectives determine the expectations to be attained through renewal (the ends) while continuous assessment of needs identifies areas of greatest concern (priorities) to be addressed by the renewal effort. Finally, the institution's renewal strategies and plans are determined in consideration of the ends to be attained, the priorities to be addressed, the available alternatives, and various constraints (i.e. resources, time, institutional relationships, political feasibility, etc.). Generally, internal improvements are facilitated through strategies which are selected from among educator-directed school improvement activities such as research, planning, curriculum development, personnel development, and program evaluation, among others.

External renewal seeks to alter in desirable ways the context (setting) in which the educational system functions. This aspect of educational renewal focuses on but is not limited to improving the political, social, and economic support systems for education. Generally, external renewal comes about through legislation and political action in response to changes in the economic or value systems of the larger society. Of necessity, external renewal is guided by societal needs and priorities as perceived by citizens. TASCD's recommendations for providing quality education in the 1980's address both internal and external renewal requirements; however, this section of the document is limited to strategies for internal renewal.

RATIONALE FOR INTERNAL EDUCATIONAL RENEWAL

According to numerous authorities, every institution must have capability for self-renewal in order to offset the tendency to stagnate. Much evidence is available to substantiate the premise that institutions fail in their mission when the self-renewal capability is inadequate.* Education is no exception to this generalization. In fact, this institution requires a greater capacity for self-renewal than most because there are insufficient incentives for making needed improvements. For instance, business and industrial institutions are motivated toward self-renewal by the profit-loss incentive. Education has not been motivated to make improvements based on the quality and quantity of its products. However, there is a need to incorporate accountability for producing desirable results into the woof and warp of all public institutions, including education. The need for accountability in education in order to accelerate self-renewal accentuates other related critical needs, particularly the needs for (1) improved planning based on educational needs to be served, (2) more effective management of educational programs, (3) more specific information about pupil performance, (4) better instructional resources and services, (5) more effective preservice and inservice personnel development programs, and (6) a program of basic and applied research to support the total internal renewal effort.

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*John Gardner, Excellence (New York: Harper and Row, 1971).

The severity of the need for each of the aforementioned elements of the internal renewal system varies considerably. For instance, the state's curriculum development capability far exceeds its expertise in program evaluation, in basic and applied research, and in personnel development. However, discrepancies in needs among these systems elements should not be cause for eliminating them from the renewal program.

THE INTERNAL RENEWAL SYSTEM MODEL

The internal renewal system model presented herein incorporates several sub-systems (elements) along with institutional levels of responsibility for implementing these elements. This relationship is illustrated in the following matrix.

	Systems Elements			
Levels of Responsibility	Management and Accountability	Instructional Resources	Personnel Development	Research & Development
STATE				
REGIONAL				
LOCAL				

The levels of responsibility for implementing the model are state level, primarily the Texas Education Agency; the regional level, primarily regional education service centers or multi-regional consortiums of these centers; and local level, primarily one or more local school districts.

The system elements included in the model are as follows:

1. Management and Accountability -- a sub-system which would ensure that all children are being served and that the inputs into the education program are considered along with outputs in making decisions regarding program effectiveness. A model for the management and accountability sub-system follows.

2. Instructional Resources -- a sub-system which would make available new instructional materials and media, and the ancillary support services needed to incorporate these resources into the instructional program. This sub-system would deliver quality services to all primary learning units--the classrooms--in a cost-effective way. A detailed model for providing services at each level of responsibility is under development by the Agency staff. Many of the recommendations included elsewhere in this document should be incorporated into the model. (See section describing the proposed system, pages 37-38.)

3. Personnel Development -- a sub-system which would provide the necessary integration of and support for preservice and inservice education. It would ensure that the new instructional resources are used effectively in improving the instructional program. Also, it would allow for equitably funded, forward looking internships for professional personnel and other reality-based training strategies. A detailed model for providing these services at each level of responsibility should be

developed as soon as possible by TASCD, incorporating many of the recommendations included elsewhere in this document. Personnel development services from colleges and universities should be integrated at each level.

4. Research and Development -- a sub-system that would assure a constant product and testing of alternative teaching-learning systems that are more cost-effective than traditional systems. Also, this sub-system would provide information from basic and applied research that is needed to design new instructional systems. The colleges and universities and other R & D institutions would serve the sub-system at appropriate points. A model for the R & D sub-system follows.

A MANAGEMENT AND ACCOUNTABILITY MODEL: ELEMENTARY AND SECONDARY EDUCATION

STATE LEVEL

Planning	Controlling, Directing, and Regulating	Evaluating	Reporting and Decisioning
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.annual needs assessment	.state legislation	.state summary context information--demographic, social, political, economic	.context, process, and product information
.annual program priorities	.State Board of Education rules and regulations	.process information--extent to which state priority programs are implemented in accordance with plans	.biennially to Legislature and public
.annual program goals and objectives	.TEA technical assistance to LEA's and ESC's	.state summary product information--pupil achievement	.annually to State Board
.program funding guidelines (as needed)	.quality assurances		.as required by federal agencies
.projection of long-range futures and goals	.program and funds approval		.uniform (single) data base
.coordination with planning by other public service agencies	.control of funds flow		.computerized
.coordination with federal planning	.teacher education		
	.teacher certification		
	.state-adopted textbooks		
	.school accreditation		
	.(also, see planning, evaluating, and reporting)		

A Management and Accountability Model:
Elementary and Secondary Education (cont'd)

Planning	Controlling, Directing, and Regulating	Evaluating	Reporting and Decisioning
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.annual description of discrepancies between where we are and where we would like to be	.state program of instruction in accordance with the Constitution	.relevant information in usable form for use by state decision-makers	.decisions based on relevant information
.concentration of resources on priority needs	.program quality assurances	.input to annual needs assessment	.systematic decision-making
.specific goals and objectives	.three-way communication--TEA, ESC's, and LEA's	.link between input and output	.broad participation in decision-making
.point of entry into the total accountability system			.completion of the accountability system
.coordinated planning at all levels			
.commitment of resources over extended time			

REGIONAL LEVEL

This level incorporates the generic state level management specifications reduced to the regional level plus the following:

Planning	Implementing (Enabling)	Evaluating	Reporting and Decisioning
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.coordinated with state planning	.scope of operations within state constraints	.processes, instruments, and data collection uniform for the region	.periodic reporting to the ESC Board
.receives inputs from LEA planning	.ESC Board policies	.scarce evaluation personnel made available to LEA's in the region	.periodic reporting to LEA's
.involves participating LEA's	.consortium and other coordinated arrangements		.as required by TEA and federal agencies
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.based on regional services needs assessment	.sharing of scarce resources	.delineates salient regional characteristics	.LEA Boards and staffs attuned to relevant information
.some programs in conformity with state priorities, others based on regional needs	.acceptance by LEA's by virtue of geographic location	.facilitates comparisons among LEA's in the region	
	.communication among LEA's in the region	.LEA staff members trained to participate in sophisticated evaluation	
	.communication among ESC's		

LOCAL LEVEL

This level incorporates the generic state level management specifications reduced to the local level plus the following:

Planning	Controlling, Directing, and Regulating	Evaluating	Reporting and Decisioning
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.coordinated with and provides inputs into the city, regional, state, and federal planning .district goals and plans are generated out of building level needs assessments, priorities, and goals .board involvement of persons who are affected by the planning--students, parents, teachers, and administrators	.Board of Education policies .administrative regulations .periodic administrative review of goals attainment	.comprehensive, encompassing all programs and projects .annual and longitudinal 3-5 year institutional studies .basic research	.periodically to the Board and public .as required by TEA and federal agencies .continuously to program and project managers
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.annual and long-range plans .commitment of those involved in the planning to the plans	.systematic goals attainment (management by objectives) .continuous assessment of management effectiveness .continuous assessment of program effectiveness	.information regarding the effects of programs .information regarding the context in which schools function .information regarding the processes involved in schooling	.informed decision-makers .completion of the total accountability system

A RESEARCH AND DEVELOPMENT MODEL

STATE LEVEL

Basic Research

Characteristics:

- .dissemination of findings of outside research
- .priorities and policies for guiding funding of local/regional research studies
- .evaluation and monitoring of funded projects

Outcomes:

- .available resources focused on highest priority areas of need
- .more widespread utilization of research findings

Applied Research

Characteristics:

- .statewide pupil achievement studies
- .demographic studies
- .dissemination of local/regional findings
- .evaluation and monitoring of funded projects

Outcomes:

- .annual and longitudinal information for assessing pupil needs
- .annual context report on various populations
- .more widespread utilization of information from research

Development Technology

Characteristics:

- .priorities, guidelines, and frameworks for needed program development
- .liaison with developers and publishers
- .evaluation and monitoring of funded projects
- .dissemination of information regarding new products

Outcomes:

- .program development that focuses available resources on highest priorities
- .publishers' materials that are responsive to state needs
- .more effective utilization of new products

REGIONAL LEVEL

Basic Research	Applied Research	Development Technology
Characteristics:	Characteristics:	Characteristics:
.flow through funds and communications from TEA to LEA's	.primary unit for collecting, ordering, and communicating pupil achievement and demographic data to the TEA and for interpreting summary information to LEA's	.primary unit for disseminating information regarding new products .intermediate unit for coordinating selected program development projects .primary unit for training LEA staff in development technology
Outcomes:	Outcomes:	Outcomes:
.better utilization of the state's resources	.improved communication with and participation of LEA's in TEA research	.more widespread utilization of new products .LEA staffs trained in development technology

LOCAL LEVEL

Basic Research

Characteristics:

- .focus on cause-effect relationships
- .involvement over time
- .high risk
- .learner characteristics
- .teacher characteristics
- .basic teaching/learning strategies
- .alternative teaching/learning environments

Outcomes:

- .reports useful to creative program designers

Applied Research

Characteristics:

- .focus on learner outcomes
- .program or project orientation
- .involvement over time
- .short- and long-term payoff

Outcomes:

- .reports useful to local policy making and management personnel

Development Technology

Characteristics:

- .product development attuned to results
- .reality based--done in classrooms
- .broad involvement--teachers, parents, students, administrators in program decisions
- .represents fairly all cultural and ethnic groups
- .products to meet special needs of diverse learners
- .sophisticated recycling to refine products

Outcomes:

- .classroom tested and proven products
- .total instructional resources systems
- .personnel trained to consider relevant information in making decisions

GENERAL RECOMMENDATIONS

The recommendations which follow are extracted from the sections of this document which describe the proposed curriculum model and instructional support systems. Other specific recommendations are found at the end of each program component report in sections of the document which follow.

RECOMMENDATIONS REGARDING CURRICULUM

1. The State Board of Education should initiate a statewide study of curriculum similar to the study in 1958-59. The TASCD Task Force Report should be a springboard document in the study.

2. Based upon the results of the statewide study of curriculum, the State Board of Education should initiate change in school accreditation principles and standards for measuring the quality of the local school program in accordance with the recommended accountability system.

3. The State Board of Education, in concert with professional education organizations, should subsequently ask the State Legislature for repeal of legislation, particularly in the area of curriculum, which would impede reforms proposed in the Task Force report, and for new legislation, with recommended funding, to support the proposed organization and curriculum structure.

4. The State Board of Education should disseminate information about the schools in Texas which are experimenting in curriculum and school organization, and should generate professional and lay support for a comprehensive school improvement program.

5. The State Board of Education should also continue development of competency-based instructional programs for teachers, counselors, supervisors, administrators, and paraprofessionals.

6. The State Board of Education, with assistance of professionals in local schools, regional service centers, and universities, should continue to develop program objectives based upon the Goals of Public School Education, as a foundation for instructional accountability and curriculum development.

7. The professional associations concerned with curriculum should assume leadership in generating support for changes in graduation requirements, organizational plans, deployment of staff, scheduling, and other aspects of elementary, middle, and high school operation.

RECOMMENDATIONS REGARDING PERSONNEL DEVELOPMENT AND STAFFING

1. All schools must have adequate supportive staff. The state system for financing public schools must provide adequately for staffing flexibility. The TASCD Task Force recommends the staffing patterns described throughout the report.

2. Legislation should permit fiscal support to colleges and universities for supervising professional laboratory experiences of prospective and practicing teachers.

3. Certification laws should be amended to provide for issuance of temporary teacher certificates to graduates of approved teacher education programs and to out-of-state teachers entering Texas schools. The certificate should be valid for one year and renewable at the request of the school

superintendent for a total of three years. Following successful completion of an intensive three-year orientation and professional development program cooperatively executed by the universities, local school districts, teacher associations, and service centers, the temporary certificate would be converted to a permanent certificate.

4. Proper fiscal support should be provided to maximize participation of college and public school personnel in continuous and cooperative teacher education.

5. Colleges and universities should continue to develop competency-based education programs, and the Agency should sponsor research in competency-based teacher education.

RECOMMENDATIONS REGARDING INSTRUCTIONAL LEADERSHIP SERVICES

1. The State Board of Education should seek legislative support for quality personnel providing a wide spectrum of services in instructional leadership.

2. A model for instructional leadership services should be developed to delineate generic services which should be provided at all institutional levels, and added services which should be assumed only at one level.

3. Salary schedules for personnel providing instructional leadership services, whether at the state, regional, or local levels, should be high enough to attract the most competent people.

4. The training programs for instructional leadership services personnel should be competency-based, with a strong internship.

5. The teacher center should serve as a base for locating, motivating, and developing instructional leadership personnel.

6. Adjustments should be made in workload formulas so that the highly competent specialists on college and university campuses can be made more readily available for consultation to state, regional, and local education agencies.

RECOMMENDATIONS REGARDING INSTITUTIONAL RELATIONSHIPS

1. The twenty regional educational service centers should continue to be responsive to regional needs and accountable to the participating agencies for the delivery of services to meet needs. Regulatory functions should be retained primarily by the Texas Education Agency. A comprehensive study, however, should be made of the changes in operation in the Texas Education Agency that have occurred as a result of the establishment of the service centers. This study, made in light of legislated functions of the Agency and State Board of Education policy, may provide the background for new roles and relationships.

2. Regional education service centers should strengthen their regional educational planning efforts and include as full partners not only the local school districts but also institutions of higher education and all other agencies impacting public education within a given region.

3. The State Plan for Regional Education Services now provides for the representation of institutions of higher education on the Joint Committees. These institutions, however, are ineligible to receive media services. It is recommended that media and other services be provided to schools of education and library and information science.

4. The TASCD Task Force believes that the local school district is the primary institution responsible for providing direct instruction to pupils and should be accountable for any program designed to meet student needs.

RECOMMENDATIONS REGARDING THE EDUCATIONAL RENEWAL SYSTEM

The second goal of the State Board of Education's Goal for Public School Education in Texas states in part, "The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes. . . . The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens."

The third goal states, "A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes." This focus on determining the relationship between instructional program inputs and outputs requires that the state provide a total educational renewal system that uses the aforementioned information to guide needed instructional improvements. The following recommendations are submitted with the view of activating the internal renewal system, beginning in the 1975-76 school year and achieving full implementation in the 1980-81 school year.

1. Alter the state framework for planning and managing instruction to facilitate a movement toward local management of instruction by objectives, with Agency approval.

2. Conduct an annual statewide needs assessment that builds from the local school campus level, and utilize this information in formulating the long-range and annual needs, goals, and priorities for state, region, and local school districts.

3. Initiate a long-range plan to conduct systematic evaluation of all state funded programs to determine context, process, and product information. Begin this program with an annual product evaluation to determine pupil achievement in reading and mathematics.

4. Adopt a single comprehensive computerized data base that will facilitate the planning, managing, and reporting of instructional programs.

5. Continue the development of a statewide delivery system for instructional resources, including textbook adoption, learning resource centers, and other components, to serve all pupils. Bilingual education, migrant education, provisions for exceptional children, adult education, occupational-technical education, compensatory education, early childhood education, and general education should be served through the coordinated system.

6. Implement the curriculum and program study recommended in other sections of this report. This study will establish new parameters for the state's instructional system and identify program areas that need intensive research and development over extended periods of time.

7. Implement a statewide system for coordinating personnel development activities, both preservice and inservice, which is recommended in

other sections of this report. This effort will ensure better assessment of individual interests and needs, more effective use of the ten-day commitment of time for personnel development, and the dissemination of effective practices. Also, it will coordinate efforts at local, regional, and state levels using the resources from colleges, universities, business, industry, and other institutions.

8. Implement the research and development model described herein. This effort will build a comprehensive program of basic and applied research and utilize this input to guide instructional program improvements.

9. Provide adequate leadership staff recommended in other sections of this report. To support the renewal program, also provide various categories of technical assistance personnel such as evaluators, planners, data technicians, and others.

TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

ELEMENTARY AND MIDDLE SCHOOL EDUCATION COMPONENT

ELEMENTARY AND MIDDLE SCHOOL EDUCATION COMPONENT

RATIONALE

The central concern of the elementary and middle schools of the 1980's will be a program for the individual. In response to this concern, the following assumptions are made relative to program emphases:

- Emphasis on learner objectives rather than on teacher objectives.
- Emphasis on mental processes beginning with the concrete behavior at the knowledge level and continuing through the more abstract levels of analysis and synthesis (knowledge, comprehension, application, analysis, synthesis, and evaluation).
- Emphasis on the affective development of learner.
- Humanization of education, including responsiveness to personal needs of children.
- Emphasis on the multicultural aspects of society.
- Emphasis on neuromuscular or physical skills involving various degrees of physical dexterity (imitation, manipulation, precision, articulation, and naturalization).
- Emphasis on physical education as a developmental, self-fulfilling process.

To provide the maximum opportunities for pupils, some assumptions about the process of learning and schooling must be made. In the elementary and middle schools of the 1980's, it is assumed that there will be

- Implementation of flexible organization to permit more "openness" in the schools of the future.

- Alteration of the school day to permit "classes" outside the regular classroom setting and a more flexible program including use of community resources.
- Program experiences established to provide pre-kindergarten learning for three- and four-year-old children.
- Emphasis on the involvement of the total family in meaningful experiences which will strengthen the learning process of both pupil and family.
- A wide variety of learning materials provided through a coordinated instructional resources system.
- Emphasis in career awareness to include self-understanding and awareness of all types of vocational and avocational opportunities.
- Emphasis on the mastery of communication and mathematical skills.
- Emphasis on improving both the quality and quantity of counseling and other pupil personnel services to assist in meeting individual needs.
- Encouragement for each pupil to explore and express creativity through all senses and in a variety of media.
- Greater utilization of the community as a classroom.
- Remodeling and renovation and retraining of personnel necessary to accommodate future innovative programs and to facilitate "openness."
- Fuller utilization of educational technology within the learning environment.

Among constraints to implementing program changes proposed for the 1980's are the following:

- The resistance to change by elements of the community, parents, pupils, and professionals.
- The lack of a flexible financial program to provide the resources necessary to implement change as it is accepted: personnel development, leadership services, instructional resources, management, and accountability.
- The inadequacy of many facilities to accommodate new teaching/learning modes.
- The inadequacy of evaluation techniques and instruments for diagnosing and prescribing personalized programs for pupils.

PROGRAM DESCRIPTION

The program description for the elementary and middle schools of the 1980's is based on a proposed curriculum model providing a continuous flow of educational experiences. These experiences may be grouped into four curriculums, not separate or discrete, but unified and supportive of one another. These four curriculums may serve the educational planner in the next few years in devising an operational plan for elementary and middle school curriculum for boys and girls, providing them with fundamental knowledge and skills, interpersonal and social skills, healthy images of themselves, and other bases for further growth and development.

Chart A relates elementary and middle school program characteristics, outcomes, and strategies to the comprehensive curriculum model.

Chart B projects pupil personnel services for the elementary and middle schools which will be supportive of and coordinated with instruction.

CHART A

A CURRICULUM MODEL: ELEMENTARY AND MIDDLE SCHOOL EDUCATION

Problem-focused Education	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.multi-disciplinary	.multi-disciplinary	.multi- or single-disciplinary	.based on careful and continuous assessment
.short- and long-term involvement	.short- and long-term involvement	.involvement for long enough to test individual interest, aptitude	.individually prescribed and highly personalized
.group-centered	.group-centered	.individual-centered	.short- or long-term involvement
.use of home/school resources	.use of home/school resources	.use of any available resources	.continuous progress
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.concept development in disciplines used in solving problems	.explorer of values in language/cultural pluralism	.growing competence in processes, such as study skills and decision-making	.developing competence in basic reading and mathematics skills
.competence in family and school citizenship	.explorer of cultural heritage (literature, drama, history, music, art, social institutions)	.awareness of opportunities for specialization in careers, education, avocations	.developing competence in communication
.participation in problem-solving and group processes	.self-accepting	.understanding of what commitment to developing specialty means	.information skills and habits which can lead to healthful living
.alertness to timely problems important to individual and group	.exploring media for creative expression		.physical, social, and emotional growth and development

Elementary and Middle School Education (cont'd)

Problem-focused Education	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.awareness of "work"	.exploring work values	.foundation for further study and exploration	.safe living as a young person
.active role player with developing repertoire of skills in problem-solving and group work			.self-confidence
.developing self-reliance; self-awareness			.self-exploration of interests, aptitudes, and abilities
			.awareness of one's senses and one's creative potential; exploration of media for expressing oneself creatively

Elementary and Middle School Education (cont'd)

Activities and
Strategies
for Learning

Skills of group decision-making developed through deductive, inductive, trial-and-error routes, with the teacher facilitating learning, ensuring progress.

Selection of problem, concern, task needing group attention may begin with teacher involvement high or low, depending upon confidence of class.

Meaningful, interesting concerns sought, and exploration and solution nurtured. Classroom, family, school, and community are arenas for action.

Science/social studies and other disciplines provide knowledge needed in processes of problem-solving and group work.

Activities and
Strategies
for Learning

Units (literature and social studies and other disciplines) for exploration of values: reading about people in children's literature; reading about people in social studies, etc.; discussion, creative and informational writing, self-expression, through creative arts (drama, art, music, etc.)

A continuing study of a second language, probably with a resource teacher if the class is not in the bilingual program.

A continuing study of the creative arts (art, music) as a way to explore one's self and to communicate more effectively in one's environment.

Activities and
Strategies
for Learning

Classroom responsibilities assigned with flexibility for decision-making based on individual competencies. Small group assignments requiring leadership skills and abilities for group and individual decisions.

Participation of lay citizens as resources for demonstrating the multiple opportunities in varied careers, emphasizing the importance of academic as well as vocational competency. Resource people demonstrate through experiences the necessity for commitment to be successful in any career.

Field trips to business and industry to make pupils aware of varied career opportunities.

Activities and
Strategies
for Learning

Basal reading program, listening stations, programmed reading, and mathematics programs for developing competence in basic reading and mathematics skills.

Provide ample opportunities for teacher-student and student-student oral communication using refined questioning techniques and small group work in the social sciences and other basic areas. Individual written communication to adults as well as children to improve communicative and social skills.

Provide successful, real experiences as well as vicarious ones to develop healthful, safe, and emotional well-being (designed to promote self-confidence and good attitudes).

Experience with a variety of ways of expressing self creatively.

CHART B

PUPIL PERSONNEL SERVICES - ELEMENTARY AND MIDDLE SCHOOL EDUCATION
(SUPPORTING AND COORDINATED WITH INSTRUCTION)

Counseling/Consultation	Home/School/Community Liaison	Job Placement and Follow-Up	Referral Services
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.involvement of many types of people, particularly teacher/counselor .individual- and group-oriented .provision of resources in personal/social/educational areas .accessibility .feedback for improving learning .feedback for improving consultation	.responsiveness .individualization/personalization .three-way communication sensitive to relationships of all involved .feedback for improving learning .feedback for improving liaison	.provides resources for administrative/teacher awareness of service available in later schooling .begins to develop awareness of pupil and parent to anticipated needs and planned services	.inclusive of health, welfare, and family services .accessible .coordinated .individualized/personalized .feedback for improving services
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.awareness of available consultation .successful experiences with consultation	.regular and productive attendance .open communication between pupil and others	.beginning awareness that services may be needed	.improved health, attendance, etc. .satisfactory experience in referral

Elementary and Middle School Education (cont'd)

Outcomes:	Outcomes:	Outcomes:	Outcomes:
.developing processes to gather information necessary to decision-making	.general well-being and satisfaction		
.self-awareness and confidence			
.awareness of alternative avocational/vocational interests and opportunities			

Problem-focused Education	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Overlay: Career Education Objectives	Overlay: Career Education Objectives	Overlay: Career Education Objectives	Overlay: Career Education Objectives
.enlarge one's awareness of career opportunities as exploration of a problem of a group unfolds (example: the way workers in the school cooperate to solve a school problem)	.enlarge one's awareness of career opportunities as the group explores value systems (through reading, discussion, etc.) and as they see models in the community from their ethnic group.	.use of study skills and decision-making skills in career awareness activities such as preparing a group report on careers in a cluster determining one's interests in specific career clusters by reasoning and emotion.	.understanding that basic skill competence is essential to certain careers (i.e. reading is important in teaching).
.understanding how many workers use problem-solving as a skill, observed as the group solves a problem (by analogy) and as they work with workers (observation).	.understanding how workers value their differences or cope with their differences in language and culture.		

PROGRAM ELEMENTS

Setting. The personalized education of the future will necessitate modification of existing physical facilities to accommodate newer instructional technology. Most existing elementary structures were designed with traditional self-contained classrooms. To move to the more "open" type of program, school districts may need to make modifications.

Instructional technology, including equipment as sophisticated as computers, may be needed. Instructional systems using multi-media equipment are expensive. If schools are to carry out their projected responsibilities, the setting must stimulate and expedite learning. The more individualized and personalized programs of the 1980's, because they will be expensive, must, however, be cost effective.

Staffing. It is apparent that the teacher's role and responsibilities in the future will change. It is almost certain, however, that the number of teachers will increase rather than decrease, although the pupil population is predicted to stabilize. This need will be based on the personalization of instruction which will demand much individual and/or small group contact between teachers and pupils. In order to accomplish this contact, there will need to be differentiation of responsibilities of both professional and paraprofessional personnel. Team leaders for small groups of teachers, aides, and volunteers will need to be trained in leadership techniques and methods to orient teachers to the concept of facilitator of learning as opposed to dispenser of knowledge.

Other supportive personnel must also make changes in the roles which they will assume in the next ten years. Although much progress has been made among instructional leadership personnel, further strengthening is necessary for teachers to develop new skills essential for future learning. The instructional leader must become a part of the staff team--pupils, teachers, principals, and others--which will develop new and different curriculum and techniques. These leadership/management roles are described elsewhere in the report. The exact roles of the principal and other supportive personnel will be developed as new roles of the teacher are assumed.

Personnel Development. The time for a terminal education program for educators is past, and the future will bring about continuous need for updating knowledge in both content and methods relating to teacher/learner interactions. While teachers will be helped to develop needed competencies during their preparatory training, constant evaluation will reflect the need for changing and/or adding to the repertoire of competencies. For this reason, inservice education for the immediate future must be intensified to prepare for these new emerging roles. A coordinated system for personnel development would provide more creative and effective services to teachers and others connected with the instructional program. Teacher education institutions must continue to revise the current programs to a competency base.

It is proposed that the staff for the elementary and middle schools of the 1980's be provided by school units. The following staff is proposed for 150 pupils:

> Three classroom teachers - kindergarten through level 3 teacher would focus on child development, while level 4-6 teacher would be generalist

- Three instructional aides
- Five specialists to work with students in areas such as reading, mathematics, music, art, and physical education

The following support staff positions are recommended for the elementary and middle schools:

- One counselor per 500 pupils
- One guidance associate per 300 pupils
- One community liaison person, home school counselor, social worker, and/or visiting teacher per 500 pupils
- One instructional resources specialist per 750 pupils
- One instructional specialist or supervisor per 1,000 pupils
- One school nurse per 1,000 pupils
- One school psychologist per 2,000 pupils
- One educational diagnostician per 300 pupils

RECOMMENDATIONS FOR ELEMENTARY AND MIDDLE SCHOOL EDUCATION IN TEXAS

Because the elementary and middle school form the foundation on which students must build in order to become effective and productive citizens, the TASCD Task Force recommends the following actions for developing a more effective program:

1. Commitment to the reorganization of the elementary and middle school program into a structure which permits maximum flexibility in the utilization of time, staff, and resources.

2. Further study and implementation of new approaches to meeting pupil needs, including:

- multi-age grouping
- open education
- individualization or personalization
- flexible scheduling
- team teaching

3. Emphasis on decision-making and value clarification.

4. Development of a strong financial structure recognizing the importance of the elementary program.

5. Modification of reporting procedures to parents to provide a more sophisticated and meaningful experience for pupil, parent, and teacher. Conference-type contact with parents of all pupils is recommended and school time should be provided for teachers to plan and conduct such conferences.

6. Modification of the existing textbook law to provide local school districts flexibility in selecting learning resources according to their individual needs.

7. Appropriate provision (financial and administrative) to ensure a coordinated career education program for awareness and investigation or exploration in the elementary and middle schools

8. Provision of adequate instructional leadership and pupil personnel services.

9. Assignment of high priority to recognition of and definite planning for the learning opportunities outside the school building.

10. Continuation of stress on the importance of individual worth regardless of race, creed, sex, or color.

11. Provision of continuous preservice and inservice training which moves the educator toward facilitator rather than dispenser of learning.

12. Study and evaluation of recent research findings to determine implications for improving elementary and middle school education (Piaget, Bloom, Bruner, etc.). Special attention should be given to learning readiness for the basic skills. New research also needs to be conducted.

13. Assignment of high priority to continuous assessment of pupil progress and research into more meaningful evaluative instruments.

14. Professional development of the diagnostic and prescriptive teaching process by educators at the elementary level.

TEXAS ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

HIGH SCHOOL EDUCATION COMPONENT

82/83

HIGH SCHOOL EDUCATION COMPONENT

RATIONALE

Since 1959, when James B. Conant's book *The American High School Today* was published, the comprehensive high school which he envisioned has risen and fallen. Presently, there are several studies urging a change for the comprehensive high school. In *New Directions for the Comprehensive High School* Frank Brown supports a high school with a strong academic program for students planning to attend a college or university, a viable vocational program providing students with the necessary skills for earning a living, and an effective skills program for students needing remedial work in reading, writing, or mathematics. The 1973 report of the Panel on Youth of the President's Science Advisory Committee, called the Coleman report, also requests change. It recommends programs which will develop a sense of identity and self-esteem: specialized schools, smaller high schools, and schools using students in a variety of roles, in addition to "learner."

These and other reports encourage opening up the traditional high school, enlarging the educational setting to include the community, and increasing the alternative opportunities for the individual. Surveys, such as the one conducted by the Skyline Wide Educational Plan (SWEP), a federally sponsored multidistrict planning project in the Dallas-Ft. Worth metroplex, indicate societal changes which will affect the quality of high school education in the 1980's. Among some of the predictions SWEP made affecting education are the continued advancement of such technological devices as the television and computer, the continued departure of middle-class whites from densely populated urban centers, the gradual transition from a "goods"-producing economy to a "service"-producing economy, and the increase in educational innovations, such as multisensory modes of instruction, humanization of the school environment with more student choices, and career education at all levels, K-12.

With this background of national and state studies affecting decisions regarding the high schools of Texas in the 1980's, the TASCD Task Force considers it imperative that the direction of needed changes be congruent with public expectations, pupil expectations, and the expectations of the educational establishment. The Task Force also considers unwise any prediction of quality education for high school without careful consideration of the several components--general education, academic education, occupational-technical education, compensatory education, special education, and other components affecting youth after their elementary and middle school years.

The need for change by the 1980's has been documented in the Texas Products Study and in various research findings from local school districts in Texas, particularly the large urban districts. Employers have expressed discontent regarding the quality of high school graduates. Colleges and universities report high drop-out rates after freshman and sophomore years. Legislators, acting on advice of various constituents, have sought to strengthen the high school graduate's consumer skills, his or her belief in enterprise, his or her understanding of the law, and his or her knowledge of the dangers of drugs. Legislation has also modified the school year--dividing it into quarters, looking toward year-round schooling. Legislators have also sought to improve the quality of education by paying teachers for a tenth month--mandating ten days for inservice education.

In order to improve the effectiveness of the high school program, the State Board of Education during the 1970's has:

- . begun statewide needs assessment programs in reading, mathematics, and career education.
- . adopted strong policies and standards designed to upgrade teacher education programs, including use of the teacher education center concept.
- . used the quarter system to institute high school curriculum improvement by increasing alternatives for pupils.
- . chosen career education as a continuing priority in managing resources.
- . selected multicultural and bilingual education as a continuing priority in management of resources.
- . developed and disseminated statewide Goals for Public School Education in Texas.

Blueprints for the 1980's should be drawn particularly for the high school where changes are harder to initiate, where more than half of the money goes, and where much discontent centers.

ASSUMPTIONS

Because high school curriculum reform is now underway and needs the support of the profession, the high school curriculum will be modified in quality high schools in the 1980's. The blueprint for the high school program is built on the broad assumptions regarding man and society, education, schooling, and learning stated by the TASCD Task Force.

If recommended changes are made in the elementary and middle school programs, the high school will need to respond:

- If compensatory programs in mathematics and reading become more effective than they are now, most students seeking to remain in high school will have greater opportunity to succeed than in present programs.
- If some Spanish-speaking students receive initial instruction in Spanish during the first six grades, these students will reach high school with greater potential for success in subjects in general education, academic education, and occupational-technical education, which in some schools will be taught bilingually.
- If elementary schools and middle schools give greater attention to continuous progress, without failure, more students will reach high school with positive self-images.
- If the elementary and middle schools emphasize thinking skills, problem-solving, and process skills used by individuals and by groups, students entering high school will approach higher studies better prepared to learn and better motivated.
- If the elementary and middle schools make pupils aware of themselves, the world of work, and their potential and responsibilities as workers and consumers, they will enter high school ready to further investigate their interests and potentials in career-oriented curriculums, to sample work experiences, and to begin to set career goals.

- Because the middle school curriculum even in 1975 is more open than the traditional junior high school, the student entering high school in the 1980's will need more openness, more alternatives, and more responsibility for his learning.
- If in quality elementary and middle schools, children have opportunity to study art, creative drama, music, foreign languages, and physical education, many of them will enter high school seeking further experiences in these areas.

THE CURRICULUM MODEL FOR THE QUALITY HIGH SCHOOL OF THE 1980's MUST, THEREFORE, BE PROJECTED AS A CONTINUATION OF QUALITY ELEMENTARY AND MIDDLE SCHOOL PROGRAMS.

The model, however, must consider the wide diversities in Texas--in cultural and language backgrounds, in value systems, and in economic and political philosophies. The 1970's have indicated that there is strength in diversity, and that the schools should not be given responsibility for educating away the differences, but for educating a citizenry unified in spite of its diversity to value its diversity.

THE CURRICULUM MODEL MUST, THEREFORE, BE FLEXIBLE: ADJUSTABLE TO RURAL, SUBURBAN, AND URBAN DIFFERENCES, AND TO OTHER DIFFERENCES FROM SCHOOL DISTRICT TO SCHOOL DISTRICT.

The district campus and classroom levels should make more decisions regarding curriculum and instruction. Though state goals, state frameworks, and state accreditation standards should continue as basic to local planning, the high school of the 1980's must have the flexibility needed to adapt to local conditions and situations. We are entering a period in which local decisions must not be avoided but made better.

CONSTRAINTS

Many forces will slow major curriculum change in Texas public high schools:

- existing legislation setting subjects and courses to be taught, some with time requirements
- teachers who are not trained in newer methodologies and who will need inservice education and support from leadership personnel
- the acceptance of the Carnegie unit by schools and colleges and the lack of clear alternatives to it (though there is promise in a competency-based system)
- difficulty in moving from a subject-matter-centered schedule to a pupil-need-centered one
- limited resources for generating support for change: support for research and development, for dissemination, etc.

A CURRICULUM MODEL FOR THE HIGH SCHOOL

A curriculum model which the TASCD Task Force describes is composed of four curriculums. These curriculums may be called strands or components. They provide one way to organize learning to achieve certain outcomes implicit in the present goals for public school education. Although they divert sharply from the presently structured high school program with Carnegie units and time minimums, they do not deny the need for measured progress and expected competence.

The model is an example of what might be done in a comprehensive high school of the 1980's. All four curriculums are present in a comprehensive high school. All pupils participate in each of the four curriculums, but the extent to which one pupil is involved in any one at any time is carefully planned. Through continuing assessment and by consulting with pupil, parent, counselor, and teachers, programs for individual pupils are planned.

Within these four rather broad curriculums, courses and course content are selected. Possible course content draws upon the disciplines into which knowledge is traditionally organized, such as literature, biology, history, and art. Courses are taught by teachers trained in specific disciplines and in multi-disciplinary areas, working individually and in teams.

Much more planning must be done to make the model operational; however, it is proposed by the TASCD Task Force to illustrate what a quality high school curriculum may be like in the 1980's and to project staffing patterns, materials and facilities, funding formulas, and staff development needed to operate such a curriculum.

State and local guidelines for such a high school curriculum need to be developed. These guidelines may include the following:

. Within the high school, there must be little schools, small enough to provide a school "home" for a group of students with continuing corps of leadership personnel, a faculty of its own and a program of activities that identifies the little school as such, probably a vertical slice of the total school unit.

. Each learner should have a definite space which represents his home base. In the high school, it might be a classroom of either a team teacher or a single subject teacher who serves as a teacher-advisor.

The teacher advisor would work with a group of advisees, the number depending on the school's teacher-pupil ratio, the extent to which the learners need intensive individual attention, and the time made available for home base activity and individual advisement. Normally, 20 to 25 advisees per teacher having an hour per day scheduled for home base activities, including individual advisement, seems a reasonable arrangement. Home base activity for pupils is not scheduled daily (like the traditional "homeroom" period) but the teacher is scheduled at home base and is available for individual or group conferences.

. The organizational plan should open, not close, learning opportunities. The present organizational plan tends to fix groups, fix time allocations, and prescribe units and courses. Any plan made operational would have some limits placed upon the number, duration, and types of learning opportunities the school could provide. Organizational plans, however, should be flexible enough in grouping, housing, and scheduling that teachers would be encouraged to adjust opportunities to individual learners.

. The organizational plan should provide flexibility in vertical classification of pupils, avoiding any classification system, such as graded, ungraded, tracks, rails, or special groups fixing an individual in an arbitrary classification for a fixed period of years. The advantages of association with different age groups would be sought by various types of inter-age grouping.

- The organizational plan should avoid rigid classification and grouping patterns horizontally--that is, within a single year or segment of the year. Groupings of students should be arranged by teachers who are closest to the individuals being grouped. Groupings should be variable in size, depending upon the instructional tasks planned. Special groups for special purposes should be encouraged, including groups organized by students themselves for learning activities which they plan and evaluate.
- At the high school, scheduling should be for multiple purposes. A type of block scheduling for the various courses in the four curriculums could provide periods in which each instructional team could schedule its program for groups and individuals.
- Ways and means of providing more complete access to learning resource centers (libraries and media centers) and laboratories should be available.
- Time and facilities for cooperative planning and teaching should be available to teachers. Student involvement in planning with teachers should also be facilitated by time and space.

The charts on the following pages amplify the comprehensive model: characteristics, outcomes, staffing patterns, facilities, and pupil personnel services.

These guidelines are suggested by those in PROJECT IDEALS: ORGANIZATION FOR INSTRUCTION by William M. Alexander, published by the Florida Educational Research and Development Council. This booklet is one of a series forming the basis for Florida's planning and future development in education.

A CURRICULUM MODEL: THE HIGH SCHOOL

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.multi-disciplinary	.multi-disciplinary	.indepth study in one discipline	.careful periodic assessment
.short- and long-term involvement	.short- and long-term involvement	.long-term involvement	.short- or long-term involvement
.group-centered	.group-centered	.individual-centered	.guidance support
.use of community resources	.use of community resources	.use of any available resources	.individual prescription
			.continuous progress
Outcomes Sought:	Outcomes Sought:	Outcomes Sought:	Outcomes Sought:
.involved and informed citizens	.valuing language/cultural pluralism	.competence for career entry	.competence in basic skills of reading and mathematics
.competence in problem-solving and group process	.valuing cultural heritage	.competence for continuing education	.competence in communication
.sensitivity to issues of the time and important to individual and group	.participant in "saving" or "conserving" these values and transmitting them	.competence for avocational pursuits	.physical and emotional maturity
.self-understanding	.competence in self-expression	.understanding of commitment needed for specialization	.life-time skills and habits for maintaining healthful living and parenting skills
.relation of problem-solving to career choice	.relation to human value systems to workers/careers	.positive attitudes toward worker/career	.safe living as driver, householder, worker, etc.
.conceptual understandings in disciplines used in problem-solving			.positive self-image
			.self-expression in a variety of media

A Curriculum Model: The High School (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Activities and Strategies for Learning	Activities and Strategies for Learning	Activities and Strategies for Learning	Activities and Strategies for Learning
.interactions with peers and adults in a variety of formats: discussion, forum, etc.	.interactions with speakers of different languages	.career preparation and investigation--	.basic skills--individual and small group instruction using diagnostic teaching and self-pacing materials
.studying, reading, viewing, listening, interviewing, in school and community environments	.studying, reading, viewing, listening, interviewing, exploring, etc., cultural heritages	.in-class/out-of-class experiences in vocational education and in career areas related to academic curriculum	.health education--small group/large group instruction, but also individualized as needed to meet pupil needs
.volunteer work or visitation in institutions or environments where information can be gained and where problem-solving techniques can be observed, used, etc.	.serving as volunteers in community projects to conserve heritage	.coop./intern/apprentice experiences	.physical education--individual/small/large group instruction, with careful assessment, periodic evaluation, and prescriptive instruction
.role play, debate, discussion, dialog, etc., to exchange ideas, explore problems which groups may solve; identify issues which groups can clarify, etc.	.creative writing, informational writing, and other self-expressions through arts and media--drama, art, music, film, dance, etc.	.avocational exploration and pursuit--	.safety education--taught in environments of school (labs, etc.), but meeting individual needs found through self-instruction, consultation, etc. Also driver education--multiphase
	.role play, debate, discussion, dialog, and other community forms to exchange ideas, explore values, etc.	.in-class/out-of-class experiences planned by teacher and pupils	
		.ways to "show and tell," share with others (publish, display, film, compete, etc.)	

A Curriculum Model: The High School (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Career Education Overlay	Career Education Overlay	Career Education Overlay	Career Education Overlay
AWARENESS AND EXPLORATION-- The student continues to learn about careers as he/she extends his/her reading, experience, and interactions with the world of work. He/she enlarges his/her awareness because he/she is becoming an adult, seeing better the interrelationships and the complexity of the economic system and of various careers, particularly in social institutions, government, health, welfare, environment, etc.	AWARENESS AND EXPLORATION-- The student continues to learn about careers as he/she extends his/her reading, experience, and interactions with others. As personal and societal values are explored, so are work values. The student explores careers his/her peers are preparing for and considers the interactions of life styles of workers.	AWARENESS AND EXPLORATION-- The student continues to learn about careers as he/she prepares for his/her own. He/she also learns more about opportunities for avocational pursuits and explores new interests.	AWARENESS AND EXPLORATION-- This curriculum gives the student remedial, corrective, and developmental instruction in reading, mathematics, health, physical education, driver education, and other areas which he/she will need as an individual working in any career he/she is preparing for.
INVESTIGATION AND PREPARATION-- Involvement in problem-solving, human relations, and group process leads to involvement with those in school/community who use these skills in their careers or as citizen	INVESTIGATION AND PREPARATION-- Studying the pluralistic society and cultural heritage prepares the pupil for making a living in that society with positive self-image and with understanding and appreciation.	INVESTIGATION AND PREPARATION-- Development of competence for career entry. Development of competence for continuing education.	

ACADEMIC AND GENERAL EDUCATION

INFORMATION FOR STAFFING AND EQUIPPING A COMPREHENSIVE HIGH SCHOOL USING THE FOUR CURRICULUMS

Problem-focused Curriculum	Possible Staffing Pattern	Possible Facility
.Courses on a specific topic, such as energy and conservation, water problems in Texas, community government, the court system	Teacher(s) with special competence in topic	Classroom(s) with storage space and display area, adequate for discussion format Access to the community resources (business, industry, and government, etc.)
.Courses in a social or scientific field, such as biology, chemistry, geography, American history, or Texas government which may use a problem-centered approach	Ditto	Learning resources center (library and media center) Access to special areas of the school needed (science laboratory, etc.)
.Courses, multi-disciplinary, with a group with a common interest in area of study as "cleaning up" the community near the school; as traffic safety among teens; as preparing for turning 18, which defines the problem by study and discussion	A team of teachers or a single teacher with time for planning and skills in management and use of community and school resources, both human and material	Ditto
.Informal discussion groups and seminars	Teacher(s) with help of "visiting" specialists from school or community	Classroom comfortable for group discussion, interaction
.Schoolwide projects (with in-class and out-of-class involvement, such as student council elections, hospital volunteering, safety campaigns, improve-our-clubs project, bicentennial involvement	All kinds of people, with "lead" teacher or administrator Pupil involvement in planning and executing	School and community resources

Information for Staffing and Equipping a Comprehensive High School Using the Four Curriculums (cont'd)

Curriculum for Humanistic Values	Possible Staffing Patterns	Possible Facility
.Courses in a specific topic, such as literature of the Southwest, ethnic art or dance, the family as a cultural institution, the work ethic in America, the museum behind-the-scenes	Teacher(s)	Depends upon topic, but probably regular classroom, plus community resource areas, the school's learning resource center, etc.
.Courses in humanistic field, such as literature, language, culture, sociology, anthropology, religion, music, art, history, music, art, drama, architecture	Teacher-specialist	Ditto
.Courses with a humanistic approach, multi-disciplinary	Teachers with specialties which complement and with common planning time and a "lead" teacher	Regular classroom with space for display, storage appropriate for media use
	"Visiting" specialists from school and community	Access to other areas, such as stage, art laboratories, recording studios, photographic or filming laboratories and equipment
	Instructional aide(s)	
.Informal discussion groups and seminars; independent study	Teacher(s) and "visiting" specialists	Classroom for group discussion and interaction
.School-wide projects with in-class and out-of-class involvement, such as ethnic music festival, culture fair	All kinds of people, with "lead" teacher or administrator; pupil involvement throughout	School and community facilities

Information for Staffing and Equipping a Comprehensive High School Using the Four Curriculums (cont'd)

Curriculum for Specialization	Possible Staffing Patterns	Possible Facility
.Foreign languages		
.Fine Arts		
.English		
.Social Studies	Teachers with special expertise to take pupils through indepth study, to motivate, and to encourage. These teachers must have time to assist pupils in particular specialized areas where out-of-school experience is vital and time to make contacts with persons who will "take on" out-of-school training, either volunteer or paid. In some cases these teachers should be made "coop" teachers, like VOE.	Laboratories, classrooms, learning resource centers, resource rooms, as well as community resources such as libraries, museum, clubs, business, industry, etc. Equipment and facilities which meet the needs of the specialization, such as audiolingual laboratories, etc.
.Science		
.Mathematics		
.Health		
.Physical Education		
.Others among disciplines usually found now in high school program		
.In addition, all the multitude of avocational areas sometimes developed in clubs of the school, or independently pursued, such as model airplanes, gardening, scouting, violin, hospital volunteer, etc.		

Information for Staffing and Equipping a Comprehensive High School Using the Four Curriculums (cont'd)

Curriculum for Personal Growth and Development	Possible Staffing Pattern	Possible Facility
.Reading diagnosis and continuous progress program with prescribed instruction	Reading specialist(s) with aide(s) or reading associate(s) and liaison with English teacher or other teachers in program of studies in other curriculums	Reading laboratory or resource room equipped for diagnostic teaching
.Communication skills diagnosis and continuous progress program with prescribed instruction	Same as above except with broader focus than reading	Same as above except with special listening, writing, and reading equipment
.Physical education, emphasis on individual's physical development and life-time sports skills	Teacher specialists	Facility for large, small group, and individual instruction with diagnostic and evaluation potential
.Driver education and traffic safety education	Teacher specialists with teaching assistants	Multi-phased facilities
.Mathematics skills diagnosis and continuous progress program and prescribed instruction	Mathematics specialist(s) and aide(s); in liaison with teachers in other curriculums	Mathematics laboratory or resource room equipped for diagnostic teaching
.Health education carefully planned for individual needs	Health education specialist(s)	Classroom with access to other school resources such as science laboratories and to community resources
.Business education for personal and consumer use, or pre-vocational, such as typewriting, record keeping, budgeting; individualized instruction, on self-study basis or small group	Teacher-specialist(s)	Classroom with materials for skills development

PUPIL PERSONNEL SERVICES - THE HIGH SCHOOL
(SUPPORTING AND COORDINATED WITH INSTRUCTION)

Counseling/Consultation

Characteristics:

- .involvement of many types of people
- .individual- and group-oriented
- .resources in personal/social/avocational/career/educational areas
- .accessibility
- .feedback for improving learning
- .feedback for improving consultation

Outcomes:

- .competence in solving personal and educational problems
- .life-time capacity for information gathering and processing relative to career decision-making
- .awareness of alternative avocational interests and opportunities

Home/School/Community Liaison

Characteristics:

- .individualization/personalization
- .two-way communication
- .sensitivity to relationships of all involved
- .feedback for improving learning
- .feedback for improving liaison

Outcomes:

- .regular and productive attendance
- .open communication between student and others
- .well-being and satisfaction
- .understanding of need for human interaction

Job Placement and Follow-up

Characteristics:

- .centralization
- .part-time and full-time placement
- .accessibility
- .community emphasis
- .before, during, and after schooling feedback for improving instruction
- .individualization
- .feedback for improving pupil personnel services

Outcomes:

- .knowledge of employment opportunities
- .successful work experience
- .suitable employment
- .knowledge of personal interests and aptitudes

Referral Services

Characteristics:

- .health, welfare, and family services
- .accessibility
- .coordination
- .rehabilitation
- .individualization/personalization
- .feedback for improving services

Outcomes:

- .knowledge and use of services
- .improved health, attendance, etc.

PERSONNEL DEVELOPMENT

Presently, resources for personnel development are found in local, regional, state, and university/college levels, with the individual teacher in most instances planning his or her development from the "cafeteria" offering. With the advent of the 10-day inservice provision in the Foundation School Program, the commitment of time of teachers was assured, and responsibility for providing a planned program of development was assumed by each local district. For the high school teacher, there was still the "cafeteria," with at least part of his commitment toward locally developed inservice. The quality of this inservice education varies greatly around the state, and teacher involvement in its planning is not universal.

The implementation of a curriculum design, such as that proposed by TASCD, could give impetus to several desirable actions:

. The inservice education program should be carefully evaluated, district by district, region by region, and made more responsive to needs, particularly those recognized in making a curriculum model operational. For example, there will be a need for many teachers to learn to diagnose pupil performance and to prescribe instructional procedures, and to learn multi-disciplinary strategies.

. A statewide study of staff development practices, including those using the 10-day period, should be made and a design for better coordination of the resources at the local, regional, and state level should be developed. This design should anticipate the movement in the 1980's to the program projected in the TASCD Task Force report.

RESEARCH AND DEVELOPMENT

Presently, high school curriculum has a research base only in the most general sense, except where carefully researched programs, federally funded in the 1960's, have now resulted in textbook programs or instructional systems in use.

Some research and development activities are presently underway in the state, and there is potential for more. The urban districts have activities underway and disseminate results to one another. The Southwest Educational Development Laboratory has the capability to undertake activities in the high school curriculum area. The Texas Education Agency has some R&D activities in special education, migrant education, and occupational/technical education, but the focus has not been on general and academic education in the high school.

In order to provide research and development capability for the high school, some support system will need to be developed, with adequate state, regional, and local efforts. Activities which are needed for the 1980's include:

- a better mechanism for assessment of pupils entering and progressing through high school, and for follow-up
- follow-up and evaluation of teachers now in preservice programs, particularly those which are competency-based, in order to inform developing programs of strengths and weaknesses
- a system for self-renewal of the high school curriculum including resources for piloting developmental efforts

RECOMMENDATIONS FOR CURRICULUM CHANGE IN THE HIGH SCHOOL

1. The State Board of Education should initiate a statewide study of the high school curriculum, similar to the study in 1958-59. The TASCD Task Force report should be a springboard document in the study.

2. Based upon the results of the statewide study of curriculum, the State Board of Education should initiate change in school accreditation principles and standards for measuring the quality of the local school program in accordance with the recommended accountability system.

3. The State Board of Education should subsequently forward to the State Legislature a request for legislation to remove existing curriculum mandates which restrict flexibility in the high school program.

4. The State Board of Education should disseminate information about the high schools in Texas which are experimenting in curriculum and school organization and should generate professional and lay support for more experimentation.

5. The State Board of Education should continue developing competence-based instructional programs for teachers, counselors, supervisors, administrators, and paraprofessionals.

6. The State Board of Education, with the assistance of professionals in local schools and universities, should continue to develop program objectives based upon the goals of public education as a foundation for instructional accountability and curriculum development.

7. Early graduation by some students should be encouraged. Recommended guidelines, drawn up by a group of professionals, parents, and pupils, should be disseminated to local districts, colleges, and universities, and after refinement, should become state accreditation policy.

8. The professional associations concerned with high school curriculum should assume leadership in generating support for changes in graduation requirements, organizational plans, utilization of staff, scheduling, and other aspects of the school operation.

9. The inservice education program should be carefully evaluated, district by district and region by region, and made more responsive to needs, particularly those recognized in moving toward making the curriculum model operational. For example, there will be a need for many teachers to learn to diagnose pupil performance and to prescribe instructional procedures, or to learn multi-disciplinary strategies.

10. A statewide study of staff development practices, including those using the 10-day period, should be made and a design for better coordination of the resources at the local, regional, and state level should be developed. This design should anticipate the movement in the 1980's to the program projected in the TASCD Task Force report.

11. In order to provide research and development capability for the high school program, some support system will need to be developed, with adequate state, regional, and local efforts.

PROPOSALS FOR NEW DIRECTIONS IN SECONDARY EDUCATION

1. CONFERENCE REPORT ON AMERICAN YOUTH IN THE MID-SEVENTIES
   National Association of Secondary School Principals
   Owen Kiernan, Executive Secretary
   Washington, D.C.: NASSP, 1973

2. THE REFORM OF SECONDARY EDUCATION
   National Commission on the Reform of Secondary Education
   B. Frank Brown, Chairman
   New York: McGraw-Hill Book Company, 1973

3. NATIONAL PANEL ON HIGH SCHOOLS AND ADOLESCENT EDUCATION
   John Henry Martin, Chairman

4. CONTINUITY AND DISCONTINUITY
   Carnegie Commission on Higher Education
   New York: McGraw-Hill Book Company, 1973
   Chapter 5: Improvement in Secondary Education

5. YOUTH: TRANSITION TO ADULTHOOD
   Panel on Youth of President's Science Advisory Committee
   James S. Coleman, Chairman
   (4106 00037) Superintendent of Documents, Washington, D.C.
   Government Printing Office, 1974

6. Skyline-Wide Educational Plan (SWEP)
   Dallas Independent School District

TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

BILINGUAL EDUCATION COMPONENT

BILINGUAL EDUCATION COMPONENT

RATIONALE

From 1920 to 1969 a significant number of minority children suffered cultural isolation and experienced academic retardation because English was used exclusively for instruction in the state's public schools. Achievement test scores and dropout rates across the state during this period attest to the limited success of the use of monolingual English professionals and English textbooks to teach non-English-speaking students. On May 22, 1969, the 61st Legislature reversed a 1920 ban on the use of any language other than English in the classroom by enacting legislation that permitted bilingual education "when such instruction is educationally advantageous to the pupils."

Although the Legislature appropriated no money to meet the costs of implementing bilingual education programs, the state received $2 million from the Elementary and Secondary Education Act (ESEA), Title VII, to initiate nineteen bilingual education projects to serve approximately 10,000 students in twenty-five school districts. The number of programs and the number of students served increased to forty projects in 1974 serving approximately 43,000 children. In addition to these federally funded projects, Emergency School Aid Act (ESAA Bilingual), ESEA, Title I, and Title I Migrant funds support programs in areas of the state which have a high concentration of Spanish-speaking students, so that approximately 100,000 students receive bilingual instruction. This number is small in relation to the 700,000 Spanish surnamed students in Texas public schools, many of whom will probably need to learn English as a second language.

The 61st Legislature passed legislation permitting bilingual education, but it was not until the action of the 63rd Legislature that bilingual education was made mandatory in school districts having 20 or more children of limited English-speaking ability at any grade level in any language classification. The Legislature provided $2.7 million for statewide bilingual education program implementation, teacher training institutes, bilingual state-adopted textbooks and supportive media, preschool and summer school programs, and optional, extended 11 or 12 month contracts for bilingual teachers. This amount is to finance both the 1973-74 planning phase and the 1974-75 implementation of statewide bilingual education programs in the first grade.

ASSUMPTIONS

Regarding Societal Changes:

The number of Spanish-speaking students will continue to increase faster than the number of English-speaking students. Currently, the number of Spanish-speaking children attending school in the United States is increasing four times as fast as the total number of students.

Regarding Pupils and Programs:

1. Because the majority of students of limited English-speaking ability are Spanish-speaking* (243,185 of 249,892 students), the emphasis in bilingual education programs will be upon English and Spanish. Students whose first language is other than Spanish or English must still be adequately served in the public schools.

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*From 1973-74 state survey reported by all Texas school districts.

2. Kindergarten students will be served in bilingual programs.

Regarding Personnel:

A number of monolingual teachers will need bilingual training. In 1974, 1,004 teachers and 869 teacher aides were identified as able to teach in two languages. Assuming a class load of 30 students, 8,100 bilingual teachers are needed to serve the 243,185 children whose primary language is Spanish.

Regarding Federal Policies:

1. Bilingual education will continue to receive substantial financial support from the Federal government.

2. United States Office of Education guidelines will require comprehensive planning as a prerequisite to receiving federal funds for bilingual education.

PROPOSED BILINGUAL EDUCATION PROGRAM GOALS FOR THE 1980's

. State colleges and universities of teacher preparation will offer undergraduate and graduate programs leading to teacher certification in bilingual education so that a substantial number of adequately trained professionals and paraprofessionals will be available. Many colleges and universities will offer instruction bilingually in academic disciplines.

. Elementary and secondary students who participate in the bilingual education program will show academic gains on achievement tests.

. Both English-speaking and non-English-speaking children will have opportunities to refine and extend their first language and function in a second language.

. Students of diverse languages and cultures will participate in two languages in the educational system.

. Native English-speaking children will increase their facility of communicating in a second language and will be increasing the capability of successfully undertaking some of the school work in a second language.

. A wide variety of elementary and secondary level instructional materials in all subject areas will be available for use in bilingual education programs. These materials will include books and other resources.

. School districts with bilingual education programs will be extensively involved in continuous staff training of existing personnel and will be making diversified use of trained staff and flexible grouping arrangements.

. A wide variety of assessment instruments for determining language dominance, student progress, and program effectiveness will be available for use in bilingual education programs.

. Teachers at the secondary level will be able to guide further in-depth work of secondary students who have acquired a level of bilingual proficiency in the elementary program. These teachers will have participated in inservice training in methodology and in developing bilingual teaching skills as related to the disciplines.

PROGRAM ELEMENTS

Bilingual education is an authorized instructional program encompassing the total educational process in which two languages (English and another language) shall be used for a portion of or all of the curriculum. Bilingual instruction may be provided throughout all grade levels in accordance with statutory provisions and the current Statewide Design for Bilingual Education, approved by the State Board of Education as revised, June 5, 1971. The amount of time and the treatment accorded to each of the languages in both content area and language instruction shall be commensurate with the individual needs of pupils. Inherent in the program of bilingual instruction shall be the teaching of the cultural heritage of the people whose languages are used and of the contributions made to the community, the state, and the country.

For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships may be undertaken entirely in the first language until sufficient facility is achieved in the use of both languages.

1. Eligibility -- Any local school district which has 20 or more children of limited English-speaking ability at any grade level in any language classification must offer a bilingual education program to those children beginning in the first grade in September, 1974, and must increase the program by one grade level each year until bilingual education is offered to the sixth grade. The expansion of the program should also include kindergarten. Students may continue in the program even after they have mastered a specified level of second language skills.

2. Planning -- The number of children of limited English-speaking ability whose primary language is Spanish has been determined by survey, 1973-74:

NUMBER OF CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY
WHOSE PRIMARY LANGUAGE IS SPANISH IN 222 DISTRICTS:

Kindergarten	27,014
1st Grade	29,989
2nd Grade	24,011
3rd Grade	21,758
4th Grade	20,920
5th Grade	13,835
6th Grade	18,329
7th Grade	15,849
8th Grade	14,355
9th Grade	13,733
10th Grade	10,477
11th Grade	7,649
12th Grade	6,090
Special Education	7,627
Non-Graded	6,549

(1973-74 "Survey of Bilingual Education Needs")

The number of trained bilingual personnel as well as the total number of trained personnel who will be needed were also determined.

Suitable commercially-produced and locally-produced instructional materials for bilingual programs have been identified and are being field-tested. The State Board of Education has approved a Statewide Design for Bilingual Education, which reflects the necessary framework of a bilingual education program.

3. Allocation of Funds -- The Task Force recommends that the Minimum School Foundation Program funds for children of limited English-speaking ability be increased from $10 per child now allocated for the initial year to $50. Money should also be provided to local school

districts for actual miles traveled in transporting children of limited English-speaking ability between districts and/or campuses.

4. Instructional Setting -- Since language permeates all areas of learning, language teaching should not be confined to a "language class" but should be constantly present in all activities, in the second language as well as in the first one. As the child acquires his second language, he can also develop cultural attitudes, values, and interests associated with the second language.

5. Instructional Materials -- A wide variety of bilingual curriculum materials should be available to school districts through a coordinated instructional resources system. The system should also provide school districts with basic equipment essential for effective language instruction.

An operational procedure for adopting instructional resources, such as the present kindergarten state textbook adoption, is needed to provide for the various levels of literacy that individual learners are likely to develop in two languages. Self-instructional, supplementary materials will be especially helpful in dealing with individual differences.

6. Staffing and Personnel Development -- It is not sufficient to assume that a teacher need only speak two languages to be a successful bilingual teacher. Personnel in bilingual programs need special and on-going preparation in language, linguistics, human development, understanding a variety of cultures, cultural awareness, and skills in teaching subject matter in two languages.

In order to ensure that an adequate number of qualified personnel are available to staff the bilingual programs, the Texas Education Agency should encourage institutions of higher education to implement bilingual/ bicultural teacher education programs. Universities, education service centers, and the Texas Education Agency should cooperate in providing bilingual training opportunities for teachers within each region. It is also recommended that funds be provided to employ at least one instructional consultant at the regional service center level to further the bilingual/ multicultural priority within each region of Texas.

RESEARCH AND DEVELOPMENT

Because bilingual/bicultural education is relatively new, research and development activities need to address critical questions such as the following:

- Does bilingual/bicultural education produce bilingualism?
- Does bilingual/bicultural education enhance the school achievement of Texas children?
- Does bilingual/bicultural education enhance the development of self-concept in children?
- Does bilingual/bicultural education strengthen intercultural relationships?

New and appropriate instruments need to be developed to gather data which indicate the benefits of the program to the student by measuring:

- language dominance and proficiency
- achievement
- self-concept
- attitudes toward the student's own and other cultures

- process-product descriptions of evaluation models for bilingual education programs

A COMPREHENSIVE CURRICULUM MODEL

Bilingual education as a method is important in each of the curriculums proposed by the TASCD Task Force. In content, its emphasis upon language and culture is primary in the curriculum for humanistic values and in the curriculum for personal growth and development.

Chart A indicates the relationship of bilingual education goals for the 1980's to the proposed curriculum model.

Chart B depicts the relationship of elementary bilingual education program outcomes to the curriculum model proposed by the TASCD Task Force.

Chart C describes a bilingual program curriculum model. It is followed by an explanatory statement.

Chart D indicates staffing needs for the 1980's in relation to major program goals and outcomes sought.

CHART A

RELATIONSHIP OF BILINGUAL EDUCATION GOALS TO THE CURRICULUM MODEL

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Goal:	Goal:	Goal:	Goal:
To capitalize upon the advantages of the dominant language background which the child brings to school. To establish communication in the dominant language while using the content areas of curriculum as a means to further communication and immediate growth of academic conceptualization. To establish as much literacy in the dominant language as is appropriate for each child. To use literacy in the dominant language to bridge over into the second language. To maintain the advantage of dual language acquisition by providing materials and learning situations in both languages.	To provide an experience in a school program designed to promote successful living in two cultures. To capitalize upon the advantages of the dominant language background which the child brings to school. To establish communication in the dominant language while using the content areas of curriculum as a means to further communication and immediate growth of academic conceptualization. To establish as much literacy in the dominant language as is appropriate for each child. To use literacy in the dominant language to bridge over into the second language. To maintain the advantage of dual language acquisition by providing materials and learning situations in both languages.	To provide for learning content concepts from the academic disciplines in two languages.	To promote the attainment of a healthy self concept by bilingual children. To increase the reading and communication skills of children in two languages.

CHART B

RELATIONSHIP OF ELEMENTARY BILINGUAL EDUCATION PROGRAM OUTCOMES TO THE CURRICULUM MODEL

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Outcomes:	Outcomes:	Outcomes:	Outcomes:
Increased awareness of numbers of jobs where two languages are important to communication.	Enlarged awareness of career opportunities involving the understanding of the culture and mode of living of people in other countries speaking a different language.	Achieving literacy in two languages and increasing the skills to the capability of undertaking higher level academic study in two languages.	Increased understanding of the wide range of work opportunities for one possessing mastery in more than one language.
Increased awareness of the communication needed between our country and other countries, particularly in the western hemisphere.	Increased understanding of the historical development, the fine arts, and the industrial arts of Spanish-speaking nations.	Increased sharing of the skills, knowledge, expertise of persons engaged in a variety of work in a different ethnic group.	Increased personal satisfaction in the growing association with persons of a different culture and language background other than one's own dominant language milieu.
Increased awareness of the economic and technological interaction between countries in order to survive on this globe and sustain a quality life.	Participating in and enjoying the dances, music, stories, art, literature, history, anthropology, archeology, sociology, psychology, economics, political science, geography--both of a fine arts and a folk art type--of a different ethnic group.	Increasing literacy in two languages and practicing increased communication skills with adults, children,...a range of ages in an ethnic group other than one's own dominant language group.	A feeling of achievement and well-being from being able to communicate with those of a culture different from one's own.
Increased awareness of the need to communicate with peoples of other countries for the wise use and sharing of natural resources.			
Career education and environmental education activities using language arts, social studies, science.			

CHART C

A BILINGUAL PROGRAM CURRICULUM MODEL

PARALLEL LEARNING DEVELOPMENT

[See explanation, page 121]

Assessment and Evaluation	Basic Concepts and Skills Development for Children of Limited English-speaking Ability	Basic Concepts and Skills Development in English	Maintenance and Facility of Being Bilingual
.Determination of dominant language of the child	.Oral language development of child's first language (extension and refinement of listening and speaking skills)	.Oral language development of child's second language (extension and refinement of listening and speaking skills)	.Refinement and extension of student's non-English language and continued development in the English language
.Criteria and methods for identifying children of limited English-speaking ability	.Conceptual and skills development in child's first language	.Conceptual and skills development in child's first language	.Student is provided with academic opportunities in a bilingual environment
	.Acquisition of reading, writing, and spelling skills in child's first language	.Acquisition of reading, writing, and spelling skills in child's second language	.A degree of facility has been acquired in two languages
.Determination of student progress in the second language	.Development of English as a second language	.Development of the other language as a second language	.The school will provide opportunities to assure increased proficiency
.Determination of bilingual education program effectiveness	.Teaching of subject matter and concepts in child's first language-- ..science ..math ..social studies ..fine arts	.Teaching of subject matter and concepts in child's first language-- ..science ..math ..social studies ..fine arts	.The educational opportunities provided will enhance student's academic progress
	.Development of a positive identity with one's cultural heritage and that of the second language	.Development of a positive identity with one's cultural heritage and that of the second language	.Upon graduation from high school, the student will be bilingual

EXPLANATION OF CHART C: A BILINGUAL PROGRAM CURRICULUM MODEL

Elements of Bilingual Education:

Bilingual education is a program developed to meet the needs of each child and is characterized by the following components:

The basic concepts initiating the child into the school environment are taught in the language he brings from home.

Orientation to the classroom code of behavior and patterns of social interaction with peers are developed by drawing from the child's resource of experiences, concepts, and language which have already been learned in the home environment.

Language development is provided in the child's dominant language.

The sequential development of the four language skills, i.e. listening, speaking, reading, and writing, is continued in the language for which the child has already learned the sound system, structure, and vocabulary. This is exactly the same approach which has been used in the past. The only difference is the use of the dominant language of the child whose first language is not English. With this one change the child begins developing the skills with the use of first language without having to wait until second language is learned.

Language development is provided in the child's second language.

By utilizing second language teaching methodology, i.e. teaching the listening and speaking skills by use of audiolingual instructional techniques prior to teaching the reading and writing skills, the child immediately begins to learn a second language. For the English-speaking child this instruction is in the language of the other linguistic group involved in the program and, of course, English is taught to the child who comes from a non-English speaking environment. The unique thing about this component of the program is the fact that the child does not have to relearn language skills. He or she has only to transfer these skills learned in the first language to the second language.

Subject matter and concepts are taught in the child's dominant language.

Content areas which are considered to be critical to the intellectual and emotional development of the child and to success in the school environment are initially taught through the use of the child's first language, thereby permitting and encouraging the child to enter immediately into the classroom activities, drawing from all previous experiences as a basis for developing new ideas and concepts.

Subject matter and concepts are taught in the second language of the child.

Since no language can be taught in a vacuum, content areas are also taught in the second language, providing the vocabulary and concepts which are needed for communication while the second language is being learned. Initially the number of ideas and concepts are necessarily few due to the limitations imposed by the amount of language the child controls. The teaching techniques are audiolingual in order to ensure the development of listening and speaking skills. As the child's second language ability develops, more and more content is included and the other skills, reading and writing, are incorporated.

Specific attention is given to developing in the child a positive identity with his or her cultural heritage, self-assurance, and confidence.

The historical contributions and cultural characteristics identified with the people of both languages involved are an integral part of the program. Both the conflict and the confluence of the two cultures are present in the social development of the state and nation in order to create an understanding and appreciation of each in a positive rather than negative sense.

By providing the opportunities for successful participation and achievement, the child is encouraged to develop acceptance of self and of others through social interaction.

CHART D

A COMPREHENSIVE CURRICULUM MODEL: BILINGUAL EDUCATION

Goals, Program Strategies, and Possible Staffing for the 1980's

Program Goals	Program Strategies	Possible Staffing
At the end of three years in the bilingual program, the percentage of children in grades 1-6 who have achieved literacy in the dominant language and grade level achievement in reading and mathematics in English will have increased by 30 percent. Ninety percent of the children enrolled in the bilingual program for three or more years will increase their proficiency in the use of oral and written English while maintaining their dominant language.	Basic concepts and skills development for children of limited English-speaking ability-- .Oral language development of child's first language (extension and refinement of listening and speaking skills) .Conceptual and skills development in child's first language .Acquisition of reading, writing, and spelling skills in child's first language .Development of English as a second language .Teaching of subject matter and concepts in child's first language--science; math; social studies; fine arts .Development of a positive identity with one's cultural heritage and that of the second language .Use of variety of language materials, some in Spanish--many with pictures and manipulative objects. Also tape recorder and language master	One certified bilingual teacher for every 20 students One teacher aide for every 40 students or One monolingual teacher with the bilingual teacher training, endorsement - per 20 students with one bilingual aide or One certified bilingual teacher as a member of a teaching team serving from 120-150 students containing students with identified needs for bilingual education One bilingual teacher aide as a team member, if number of identified students needing bilingual education is 40 or more One instructional officer per 1,000 bilingual students One staff development or instructional officer at each education service center One social worker (home visiting teacher) per 500 students

RECOMMENDATIONS

1. Teacher education for bilingual teachers should be a priority for the next two years, with attention to programs in Texas colleges and universities, especially for monolingual elementary teachers.

2. Instructional materials should be acquired through state-adoption; evaluative data on materials provided schools in 1974-75 adoption should be used to prepare for adoptions in grades 3-6.

3. The statewide instructional resources system now being designed should include bilingual materials acquisition.

4. Legislation should be sought in 1975 for ensuring bilingual kindergarten support, for increasing per capita allocation for bilingual education, and for providing at least one instructional consultant in each regional education service center.

TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

MIGRANT EDUCATION COMPONENT

MIGRANT EDUCATION COMPONENT

RATIONALE

In the broadest sense, a migrant is a child who misses school because the family moves. This definition would include persons other than those who move for agriculture-related reasons.

A migrant who qualifies for additional help generally is:

1. below achievement level in school
2. below the accepted poverty level
3. linguistically and culturally different from "middle America"
4. unable to cope with "the system"--educationally, politically, and/or socially

Migrant education, then, is defined as a program specially designed and financed to meet one or more of the special needs of children whose school, social, and psychological success is hampered because their parents migrate.

Summary of the Needs of Migrant Pupils

The following summarizes the needs of typical migrant children in Texas:

1. Because they move frequently and miss school, migrant children need special help with academics and adjustment to new school work.

2. Migrant children need special help with communication skills and with vocabulary so that they can master the content subjects of the school curriculum.

3. Migrant children need additional experiences in dealing with the school and the mainstream culture of the United States.

4. Migrant children need affective and emotional support from teachers who have healthy self-concepts.

5. Migrant children need parental understanding and approval of the educational program.

6. Migrant children need information about and guidance in career options.

7. Migrant children need special supportive services, such as health, food, clothing, and payment of fees.

8. Migrant children need special early childhood development programs.

9. Migrant students need a high school educational program which they can complete in four years.

10. Migrant children need additional guidance, counseling, and diagnostic services.

11. Migrant children need a continuing education which transcends school district and state boundaries.

In order to have equal opportunity for economic, social, and educational achievements, the migrant child needs educational experiences that are not included in the basic curriculum of most schools in Texas. Sufficient data exist on school achievement of migrant children, their health and financial status, and their psycho-emotional status to support the idea that these children have social and economic needs as well as academic needs (10; 17, pp. 117-118). Other reports of migrant programs in Washington (22), Illinois (16), California (2), and Michigan (5) indicate that the migrant child has health needs since health problems affect the attendance and the performance of these children.

In Texas the typical migrant is a Mexican American agricultural worker whose dominant language and culture are Spanish, whose migration is inter-state, who is isolated from the rest of society, whose self-image is poor, and who has difficulty coping with mainstream America.

Based on school enrollment trends and labor statistics, the number of migrant workers probably will not decrease significantly during the next six to eight years. Technological developments, however, are decreasing the number of agricultural jobs. Yet, essentially the same number of people are following the agricultural migrant stream and competing for fewer jobs each year.

Although most educators and citizens agree that the mission of the school is to meet the needs of the child, the school as an institution is not prepared to work effectively with migrant students (21). Thus a worthy goal for the school of the 1980's is to provide the migrant child with career alternatives in a setting flexible enough to adjust to the needs of the migrant child, while at the same time realizing the worth of the migrant's life style and of his or her cultural heritage rather than demanding that he or she adjust to a school which does not meet his or her needs.

In addition to the common needs of all children that have been identified by child growth and development research as well as human behavior studies, migrant children have other needs. They need extra educational assistance in order to have an opportunity equal to other children (13, pp. 49-51; 10); yet, Texas school districts having the heaviest concentration of migrant pupils are generally among the lower income districts and are the least able to provide the extra assistance that these children need. Although migrant children are eligible for the same benefits under the Foundation School Program as are other children, if it were not for federal funding of special programs for migrants, most of the lower income districts would not be able to provide additional services. Because of the uncertain nature of federal funding sources, however, districts cannot really plan long-range programs for migrants.

Although migrant children need extra help to find success in school and in life, experience and research in related areas (i.e. education of the handicapped) suggest that special programs for migrants should be supplemental to, but not divorced from, mainstream education. Otherwise, the children may be harmed socially and psychologically because they are isolated or labeled as "different." Related studies in compensatory education indicate that deprived children benefit from experiences with children whose backgrounds are different from their own. The same principle is true for the migrant child who, although in a school for perhaps only seven months of the year, needs to be accepted by and given experience with the mainstream of the school population in the regular school program.

PROPOSED PROGRAM GOALS

1. At the end of three years in a special migrant program, the percentage of students, grades preK-6, who are able to achieve grade level in reading and mathematics will have increased thirty percent.

2. Ninety percent of the migrant students enrolled in three or more years in the program will increase their proficiency in the use of

oral and written English, while at the same time maintaining their dominant language.

3. All migrant students enrolled for one or more years in a special migrant program will feel comfortable in school situations typical of the mainstream culture as measured by their attitudes on a specially developed attitude survey.

4. Ninety percent of the migrant students enrolled for three or more years in the program will demonstrate a positive self-image as measured by scores on a self-concept instrument developed by the Texas Education Agency.

5. Home-parent-school communication will be improved to the point that the attainment of all other program goals is facilitated.

6. A nutritional diet, adequate health care, and sufficient clothing will be available to every migrant child who needs such supportive services in order to reach the program goals.

7. Every migrant child will be able to participate in school activities of his or her choosing, regardless of fees.

8. Educational program components will be established which allow the same percentage of migrant students to complete high school in four years as the non-migrant students in their schools.

9. Migrant students will develop competencies necessary for making a living and will develop positive attitudes toward work and the worker as measured by scores on an instrument developed by the program staff.

10. A record for every migrant child will be entered in the Migrant Student Record Transfer System. (Such a system is under development.)

ASSUMPTIONS

1. Pupils who often move need extra help.

2. A migrant education program should be comprehensive in scope, providing early childhood programs through adult education.

3. The present education program in Texas schools is based on middle class needs which do not include all of the needs of the migrant child.

4. School districts with many migrants need additional financial help.

5. School districts having a heavy concentration of migrant pupils are generally among the lower income districts.

6. Presently the school as an institution is not prepared to work with the migrant child.

7. Institutions of higher education are not preparing teachers to work with migrants.

8. Migrant education should serve the social and economic, as well as academic needs of the child.

9. Migrant education should be supplemental to but not divorced from mainstream education.

10. Improved education for migrants is good for society.

11. The typical Texas migrant is a Mexican American agricultural worker whose dominant language and culture are Spanish, whose migration is inter-state, who is isolated from the rest of society, whose self-image is poor, and who has difficulty coping with mainstream America.

12. The number of migrants will not decrease significantly.

13. Migrant pupils have all the needs of all children, but they also have distinctive needs.

14. Teachers of migrants need knowledges and skills, but they also need distinctive knowledges and skills to work with these children.

15. The training of teachers who will instruct migrants will be a continuous process and a shared responsibility of local school districts, institutions of higher education, the teaching profession, the education service centers, and the Texas Education Agency.

16. Education for migrants should be designed to provide career alternatives. Migrant children are not exposed at home to the complete spectrum of career options, especially those in the professions and in business.

17. The purpose of the school is to meet the needs of the child. The school of the 1980's should adjust to the migrant, rather than the migrant to the school.

18. Migrants need extra educational assistance in order to have an equal opportunity.

CONSTRAINTS

1. The Foundation School Program provides inadequate funding for school districts with large numbers of migrant pupils.

2. There is presently no generally accepted definition of a migrant child. The United States Office of Education's definition is:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a

parent or other member of his family might secure employment in agricultural or in related food processing activities."

3. State and federal agencies and institutions serving migrants need coordination.

4. The public is generally unaware of the needs of migrants.

5. Because the migrant does not know how to cope with the system, he or she has no representation within the system.

6. Federal funding, as it now exists, does not permit effective, longrange program planning for migrant education.

PROGRAM ELEMENTS

Program Strategies

The TASCD Task Force on Migrant Education recommends the following program strategies:

1. Implementation of early childhood development programs for three- and four-year-old migrants.

   An early beginning in language and self-concept development is essential to aid the student in attaining academic and social goals.

2. Integration of the migrant child with the non-migrant child in academic and extra-curricular activities.

   Migrants have a need for special help in academics and adjustments to new school work. Integration with non-migrant students in both tutorial and social situations can help to meet the distinctive needs of migrants.

3. Diagnosis of academic needs of the migrant child, as well as need for supportive services.

   Diagnosis must be performed by professionals who are sensitive to the uniqueness of the migrant, and who will assist him or her in obtaining not only academic help, but physical, social, and psychological help.

4. Management of the instructional system according to specific objectives in the basic skill areas of communication and mathematics.

   Curricular content organized in a manner that specifies objectives and/or skills to be attained in communication (reading, language) and mathematics and a system properly managed will permit students to enter, progress, and exit at their own levels and rates. Curriculum referenced tests should be developed to determine entry and exit skills, as well as to note progress toward attaining objectives.

   Heavy emphasis must also be placed in classrooms upon oral language development systems which facilitate both first and second language learning.

5. Utilization of resource teachers, other specialists, and tutors.

6. Provision of an extended school day, individual tutoring, and special classes for those students who need it.

7. Provision of affective support from teachers who have healthy self-concepts.

The teacher should be able to appreciate other value systems and life styles.

Special affective support occurs in classrooms which are characterized by:

a. Freedom to explore
b. More success experiences than failure experiences
c. Freedom to clarify values
d. A curriculum which is life-centered
e. Honesty
f. Concern for learning and growth
g. Strategies of positive reinforcement with emphasis upon frequent, short-term rewards
h. Instructional strategies based upon cooperation rather than competition as a measure of success

8. Utilization of a computerized record transfer system to transmit the migrant child's academic, social, psychological, and health records from one school district to another, both in-state and out-of-state. (Such a system is now under development.)
9. Parental education and involvement
   a. The program should provide for "built-in" occasions for parents to come to school and assist with instruction both in and outside of the classroom.
   b. To enhance parental understanding and approval of education, children should be taught things at school that will immediately benefit the home and the parents.

   c. Courses for adults and out-of-school youth should be offered both during the school day and at night.
   d. All communication to the home from the school should be both in English and in the language of the family, if different.

10. Provide a system which will allow for accumulating days of attendance and Carnegie units (if they must be used) so that acquiring credits for graduation is possible even though the migrant student must lose some days or change schools.

11. Provision for specialized teacher training

    Both preservice and inservice specialized teacher training should contain at least the following elements:

    a. Evaluation of psychological and attitudinal fitness for teaching migrants
    b. Cultural awareness and understanding
    c. Communication skills
       1) Language acquisition in young children
       2) Techniques of second language teaching and learning
       3) Techniques of teaching reading in both English and Spanish
       4) Oral language development methods and proper language modeling
    d. Human growth and development
    e. Instructional strategies

f. Self-concept development techniques

g. Parental involvement techniques which deal with parents in their own cultural setting

Implication for Costs

Funding should be granted for specific program components. A program need not contain all components, but only those components which are operative and satisfactory should be funded. Unexpended funds from components judged satisfactory may be used for other components. The Texas Education Agency should provide guidelines for evaluation of programs by components.

Suggested Program Components

1. Academic
   a. Staff
      1) One instructional aide for each 50 migrant students
      2) One migrant resource teacher per 100 migrant students
      3) One specialized counselor per 500 migrant students
      4) One teacher trainer working in migrant teacher education centers per 3,000 migrant students
      5) Special tutors and/or teachers for extended day programs
   b. Other

      Twenty-five dollars per migrant pupil for instructional materials, testing materials, out-of-class learning experiences, consultant services, and other activities the district deems necessary to achieve the program goals

2. Parental Involvement and Adult Education
    a. Staff
        1) One home-school liaison person, social worker, or parental education specialist per 500 migrant pupils
        2) One adult education specialist per 1,000 migrant pupils
    b. Other

    An adequate allotment for travel, instructional materials, and other items required to support the program

3. Supportive Services
    a. Staff
        1) One school nurse per 750 migrant pupils
        2) One school psychologist per 1,200 migrant pupils
    b. Other

    Up to fifteen dollars per year per migrant child for supportive services such as specialized health or medical care, food, clothing, and payment of fees

4. Computerized Record Transfer System
    a. Staff
        1) One clerical and/or computer terminal operator per 750 migrant pupils
    b. Other

    Fifteen dollars per year per migrant pupil enrolled in a Texas school should be provided for operation of the computer record transfer system and for computer program development

1) Of the total amount available, a portion (perhaps 50%) should be retained for use at the state level in computer operations and program development.

2) The portion remaining should be allocated to local districts and/or education service centers to be used to employ personnel or purchase goods and services related to the operation and utilization of the computerized record transfer system.

5. Research, Evaluation, and Program Development

At least five percent of the total funds available for migrant education should be spent for research, evaluation, and program development efforts. Two and one-half percent of the funds should be retained by the Texas Education Agency for developing statewide assessment instruments and for providing leadership to local school districts in both program development and evaluation.

6. Specialized Teacher Education

a. Migrant Teacher Education Centers

Money should be allotted annually to specialized migrant teacher education centers. These centers should be located in different parts of the state in areas where a heavy concentration of public school migrant education programs exist. The centers should be involved in both the preservice and inservice training of teachers for migrant children and may be university and/or service center based. The centers should be funded and staffed adequately enough so that technical assistance for curriculum development, research, and evaluation may be provided to local school districts which desire it.

1) Staff

One college teacher trainer per 3,000 migrant pupils

b. Inservice Education of Teachers

Each local school district having a migrant program should be provided a minimum of five dollars per year per migrant pupil for inservice. The money provided may be used to employ staff or purchase goods and services necessary for staff development.

RELATIONSHIP OF MIGRANT EDUCATION PROGRAM GOALS TO COMPREHENSIVE CURRICULUM MODEL FOR ELEMENTARY AND SECONDARY SCHOOLS

The comprehensive curriculum model proposed is one which permits maximum flexibility in instruction and which limits compartmentalization of the school program. Experiences provided through a curriculum such as the model proposed would also be available to migrants; therefore, the proposed migrant program is supplemental in nature.

The charts which follow attempt to place the education of migrants within the context of the curriculum model.

Chart A illustrates the relationship of migrant program goals and strategies to the curriculum model. These goals and strategies are consistent with the curriculum model characteristics and outcomes. The chart is read vertically, not horizontally.

Chart B displays the staffing implications of migrant program goals and program strategies. The chart outlines the staff necessary to implement a migrant program within the context of the curriculum model. Staff listed would be in addition to the staff presently provided under the Foundation School Program. The chart is to be read vertically.

Chart C illustrates the career education strand of the curriculum model in the migrant education program. Generally speaking, the career education that non-migrants receive is also needed by the migrants. Career education programs, however, should in no way denigrate the work or the life-style of the migrant child.

CHART A

A COMPREHENSIVE CURRICULUM MODEL: MIGRANT EDUCATION

Relationship to Migrant Program Goals and Strategies for the 1980's

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Goal:	Goal:	Goal:	Goal:
Home-parent-school communication will be improved to the point that the attainment of all other goals is facilitated.	All migrant students enrolled for one or more years in a special migrant program will feel comfortable in school situations typical of the mainstream culture as measured by their attitudes on a specially developed attitude survey. Ninety percent of the students enrolled for three or more years in the program will demonstrate a positive self-image as measured by a self-concept instrument developed by the Texas Education Agency.	Migrant students will develop competencies necessary for making a living and will develop positive attitudes toward work and the worker.	At the end of three years in a special migrant program, the percentage of students, grades preK-6, who are able to achieve grade level in reading and mathematics will have increased by 30%. Ninety percent of the migrant students enrolled three or more years in the program will increase their proficiency in the use of oral and written English as measured by reading scores, while maintaining their dominant language. The educational program will allow approximately the same percentage of migrant students to complete high school in four years as the non-migrant students in their schools.

A Comprehensive Curriculum Model: Migrant Education (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
			A record of every migrant child will be entered in the Migrant Student Record Transfer System. Every migrant child will be able to participate in school activities of his choice, regardless of fees.
Strategies:	Strategies:	Strategies:	Strategies:
.parental education and involvement program	.implementation of early childhood development programs for 3- and 4-year-olds .integration of migrants with non-migrants .provision of affective support from teachers who have healthy self-concepts .specialized teacher training	.establishment of a system for acquiring credit for graduation even though a migrant comes late and/or leaves early .career awareness .permission for migrants to enroll in specialized courses even though they may enter school late	.implementation of early childhood development program .diagnosis of academic and supportive services needed .management of instructional system by objectives in basic skill areas .utilization of migrant resource teachers, specialists, and tutors .extended day school .computerized record transfer system .parental education and involvement .specialized teacher training

CHART B

A COMPREHENSIVE CURRICULUM MODEL: MIGRANT EDUCATION

Goals, Program Strategies, and Possible Staffing for the 1980's

Program Goals	Program Strategies	Possible Staffing
At the end of three years in a special migrant program, the percentage of students, grades preK-6, who are able to achieve grade level in reading and mathematics will have increased by 30%.	Implementation of early childhood development program for 3- and 4-year-olds	One certified early childhood teacher per 15 children One child development associate per 15 teachers One instructional officer for instructional leadership and teacher training per 1,000 migrant students One migrant instructional specialist per 500 migrant students to work with classroom teachers and other specialized personnel in diagnosing the learning needs of migrants and prescribing a program to meet those needs
Ninety percent of the migrant students enrolled three or more years in the program will increase their proficiency in the use of oral and written English as measured by reading scores, while maintaining their dominant language.		

A Comprehensive Curriculum Model: Migrant Education (cont'd)

Program Goals	Program Strategies	Possible Staffing
All migrant students enrolled for one or more years in a special migrant program will feel comfortable in school situations typical of the mainstream culture as measured by their attitudes on a specially developed attitude survey.	Integration of the migrant child with the non-migrant child in academic and extra-curricular activities	
Ninety percent of the migrant students enrolled for three or more years in the program will demonstrate a positive self-image as measured by scores on a self-concept instrument developed by the Texas Education Agency.	Diagnosis of academic needs of the migrant child, as well as his/her need for supportive services	
Educational program components will be established which allow the same percentage of migrant students to complete high school in four years as the non-migrant students in their schools.	Management of the instructional system according to specific objectives in the basic skill areas of communication arts and mathematics	One instructional aide for each 50 migrant students
	Utilization of migrant resource teachers, tutors, and specialists	One migrant resource teacher specially trained in bilingual teaching techniques in the basic skill areas per 200 migrant students
	Provision of an extended school day for those who need it	Special tutors and/or teachers for extended day programs
	Provision of affective support from teachers who have healthy self-concepts	

A Comprehensive Curriculum Model: Migrant Education (cont'd)

Program Goals	Program Strategies	Possible Staffing
Adult family members of migrant children will be given opportunities to become literate in their dominant language and/or to work toward a high school diploma through qualifying on the G.E.D. test.	Establishment of adult literacy and adult basic education programs	One adult basic education specialist, qualified to teach in English and Spanish, per 1,000 migrant pupils One specialized counselor per 500 migrant students One clerical person per 750 migrants One college teacher trainer working in migrant teacher education centers for every 3,000 migrant students
Home-parent-school communication will be improved to the point that the attainment of all other program goals is facilitated.	Parental education and involvement program	One home-school liaison person, social worker, or parental education specialist per 500 migrant children
A nutritional diet, adequate health care, and sufficient clothing will be available to every migrant child who needs such supportive services in order to reach program goals.	Diagnosis of academic needs of migrant children, as well as their need for supportive services	One school nurse per 750 migrant
Every migrant child will be able to participate in school activities of his/her choosing, regardless of fees.	Involvement of migrant students in school activities by paying fees from special funds	No additional staff

A Comprehensive Curriculum Model: Migrant Education (cont'd)

Program Goals	Program Strategies	Possible Staffing
Migrant students will develop competencies necessary for making a living and will develop positive attitudes toward work and the worker.	Establishment of a system which will allow for accumulating quarter or semester units (if they must be used) so that acquiring credits for graduation is possible even though the migrant student must lose some days or change schools	No additional staff unless more staff is needed in the regular program to permit the enrollment or late enrollment of migrants in specialized vocational courses
	Integration of the migrant child with the non-migrant child in academic and extra-curricular activities	
	Specialized teacher training	
	Career education programs which provide options without denigrating the work and life style of the migrant	

CHART C

A COMPREHENSIVE CURRICULUM MODEL: MIGRANT EDUCATION

Overlay - Career Education

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
Relate career orientation activities to the experiences and life styles of migrant children, while enlarging their awareness of other options.	Explore the work ethic, contrasting value systems, and life styles associated with various careers. Focus on models in the community from the migrant's ethnic or cultural group. Emphasize the value of the work of the migrant and his/her worth as an individual.	Focus on study skills and decision-making skills. Permit secondary migrants to explore vocational specialization options even if they enroll late and leave school early.	Relate basic communicative and computative skill goals to career requirements.

RECOMMENDATIONS FOR THE EDUCATION OF MIGRANTS

1. Migrants should be provided career education which provides choices and does not denigrate the migrant life style.

2. The school should be flexible enough to adjust to the needs of the migrant rather than demanding that the migrant adjust to the school.

3. Since the school districts in Texas which have the heaviest concentration of migrant people are generally among the lower income districts, extra financial support should be allocated to provide additional services and programs. Funding should be granted for specific components such as the following:

   a. General educational, academic, and school adjustment programs (dollar amount per migrant child enrolled as of specified date).

   b. Parental involvement and education component (dollar amount per migrant family residing in the district as of specified date).

   c. Supportive services (a maximum amount per migrant child eligible for services).

   d. Research, evaluation, and program development (at least five percent of the total funds available for migrant education should be spent on this area).

4. Migrant education should be supplemental to, but not divorced from, mainstream education. Separate migrant schools should be eliminated.

5. The education of migrants should be comprehensive, serving three-year-olds through adults, and it should address social and economic needs.

6. An instructional system should be designed according to specific objectives in the basic skills of communication and mathematics.

7. Emphasis should be placed upon oral language development techniques which facilitate both first and second language learning.

8. A computer record transfer system should be financed and used to transmit the migrant child's academic, social, psychological, and health records from one school district to another, both in-state and out-of-state. Local districts should reserve a specific dollar amount per migrant child enrolled in the school as of a specified date. A portion of the total amount available should go to the Texas Education Agency for operation of the existing programs and of future computer programming.

9. State funding should provide for migrant resource teachers, tutors, and other specialists.

10. The school day should be extended, with professional personnel available to provide extra help to those who need it.

11. School districts should be given the support to provide secondary programs flexible enough to permit the migrant to complete a high school program within the same period of time required for the non-migrant.

12. Specialized training for teachers of migrants, both preservice and inservice, should be encouraged and supported by adequate funding.

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TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

PROVISIONS FOR EXCEPTIONAL CHILDREN

A. Special Education

B. Education of Gifted and Talented

PROVISIONS FOR EXCEPTIONAL CHILDREN

The public schools of Texas have been committed for many years to educational services for exceptional children. The term "exceptional children" as used in this document refers both to children capable of high performance by virtue of exceptional talents and to children with specific language and/or learning disabilities or other physical, mental, or emotional characteristics which make conventional instructional programs somewhat unsuited to their needs.

In the pages that follow, separate attention is paid to each of the two categories. It will be noted, however, that certain principles (such as the desirability of mainstreaming and the necessity for providing special and additional resources to meet special needs) are seen as applicable to programs for both types of children.

A. SPECIAL EDUCATION COMPONENT

In 1969 the Texas Legislature enacted a statute entitled "Comprehensive Special Education Program for Exceptional Children." This statute is very broad in nature, giving much authority to the State Board of Education. The State Board has defined special education as "the provision of services additional to, supplementary with, or different from those provided in the regular school program by a systematic modification and adaptation of instructional techniques, materials, and equipment to meet the needs of exceptional children."

The goal of providing appropriate education for all exceptional children is particularly relevant in light of the emerging "right to education" mandate which has evolved from litigation and/or court decisions in over thirty states. Three national trends are reflected in Texas programming:

(1) the increasing placement of exceptional children in normal settings in regular schools,

(2) the increasing emphasis on early identification and diagnosis of disabilities, and

(3) placement in special programs as early as possible, preferably at the early childhood level.

The first of these national trends is reinforced by the State Board's commitment to the "supplementary with" programming alluded to by the statute. The second trend is intuitively logical and also consistent with recent scholarship (e.g. Benjamin Bloom, Stability and Change in Human Characteristics) concerning the importance of the early years for intellectual development. The third trend flows logically from the second.

Low-incidence disability, severity of disability or multiplicity of disabilities can no longer be used as justification for exclusion from educational services or failure to provide appropriate education. We should insist that our exceptional programs be not only catholic and effective but that they also be cost-efficient. This latter criterion is necessary to underline the need for incorporating less severely handicapped children into the regular student body in meaningful programs, not only for the child's sake, which is paramount, but also in order to release funds for the more severely disabled children whose treatments are usually of high cost.

Elsewhere in this document is ample discussion of the rationale for individualization of learning experiences. The generation of new assumptions for this segment of the school curriculum of the 1980's would therefore be superfluous.

A discussion of the processes and structures implied by or required by the foregoing agreement will be presented in the next section. That section will be divided into four components: General, Programming, Staffing, and Funding.

General

1. We must endeavor to change our perspective of the "regular" program as it has been traditionally implemented to that of the "regular" program as outlined on pages 12 through 29 of this document. We must specifically internalize the concept of the four curriculums -- the comprehensive curriculum model. Once we have embraced the new model of the "regular" program, it is but a short step to the realization that this is the most appropriate model for the mainstream concept which lies at the heart of Texas' so-called Plan A. The only children who would have to be excluded, to a significant degree, from the group approach to this curriculum would be those children who are severely disabled, such as trainable mentally retarded pupils, severely emotionally disturbed pupils, and the blind child.

2. Inter-agency cooperation as well as inter-disciplinary and inter-certificate cooperation must become accepted if the Plan A delivery system is to work to the child's benefit.

Programming

Proper programming should be preceded by proper pupil appraisal, diagnosis, and pupil-related prescription. There are definite personnel and process needs to be met:

A need for a commitment to the concept that all educational programming, exceptional and otherwise, should be child-oriented, with the child's welfare being paramount. Funding should flow for the amelioration of the child's disabilities. Programs should be flexible, and personnel must be prepared to make changes and adjustments whenever it appears that the child will benefit.

A need for proper staff training. Adoption of the maximal mainstreaming concept calls for increased attention to the training of both the regular and the special teacher. Certification processes and procedures must be agreed upon by institutions of higher learning, program administrators, and teaching and clinical practitioners.

A need for early screening and diagnosis, psychological, emotional, and physical. A major point in the child's life for this screening would be during the kindergarten period. Even earlier screening is, of course, to be preferred.

A need for strong and qualified (Admission/Review/Dismissal) committees. Their appraisal function is a keystone of the entire exceptional child education process. In a recent PRIME report on the appraisal process of Plan A, pupil appraisal, a function of the ARD committee, was singled out as one of the weaker areas in Texas' Exceptional Child Program.

A need for the integration of programs for exceptional children. Many programs under the aegis of local school districts, with ancillary programs being carried out by city, county, state, and federal agencies are needed. This integration would allow the child-centered mission to achieve maximal success by crossing agency boundaries.

A need for a strong evaluation process. This evaluation program should be rigorously implemented by a cadre of well-qualified evaluators. It is in this area where the educational service centers could take a leadership role; that failing, the evaluation roles should be mandated.

Staffing

There must be a clear-cut and definitive assumption of the leadership position for Education of Exceptional Children in the State of Texas. While certification is within the combined purview of many persons, certain demarcations between generic and specific certification requirements must be made.

The roles of agencies and agents must be clarified and delineated with the criterion for decision-making being the child's welfare, rather than institutional benefit.

Staffing schema and ancillary services should be a function of the school district, up to the limits of school district potentiality, or the specific inability to finance the program. At this point, the functional responsibility would pass to the regional agency, the ESC, with general support and basic research and development being carried on at the state level either within the Texas Education Agency or in institutions of higher learning.

It would seem that with proper funding and with the previously mentioned exceptions vis-a-vis severely handicapped children, the staffing schema explained on page 78 of the proposal would suffice for the maintenance of a Plan A program. Such a strategy would certainly give more validity to the concept of mainstreaming.

Funding

Inasmuch as the distribution of exceptional children is not equal among districts, it is ludicrous to accept incident ratios as a basis for flowing funds. The same data seem to reveal that state-to-state rates of incidence vary also.

Since pupil diagnosis and treatment prescription are fundamental components of the exceptional child education process, it would seem logical that the cost of the prescription should be the basis of funding. The weighted-pupil approach, which is a viable funding process, would be a "first-step" process in the move to prescription funding. In this concept, the costs per pupil in different pupil categories are produced and relative weightings (the least-cost category being unity) are calculated.

The charge of "permanent" labeling which is often raised relative to the weighted pupil concept is a somewhat spurious charge. It loses its applicability in that the child is labeled de facto by the original diagnosis process.

At present, some evidence would indicate that abuses of the mainstreaming concept are taking place in order to receive additional "ADA" allocations. While the flowing of funds by pupil weights makes the allocation of units a moot point, the differences in weights might provide some incentive to "mis-label" children. It would be hoped that a stringent accountability system and an active and capable ARD process would inhibit such action.

The paramount benefits of flowing funds via a weighted pupil approach is that the process is directly child oriented whereas the classroom teacher unit allocation is only indirectly child oriented. A secondary benefit is that a maximum degree of flexibility is made available at the local level.

Increasing evidence indicates that, apart from start-up costs, current funding levels are too high in some districts. Such inequities could be ameliorated by the weighted pupil approach. Data collected by 1980 should decrease the variance between costs in the different districts and place the Special Education Program on a fiscally equitable and sound base.

B. EDUCATION COMPONENT FOR THE GIFTED AND TALENTED

RATIONALE

A significantly large number of children and youth in the public elementary and secondary schools are not provided programs and services beyond those normally found in the regular school program. These pupils are, therefore, not achieving the high performance commensurate with their potential. These children and youth are capable of high performance in one or more of the following areas:

- general intellectual disciplines
- specific academic disciplines
- creative or productive thinking
- leadership
- visual and performing arts
- physical, practical, and technical arts

Undoubtedly, there are high achievers in many Texas schools, adjusting and developing in the regular or enriched school program and its co-curricular activities. A broad program of studies in the elementary and middle school presents the potentially high achiever with awareness and exploratory opportunities. High level or advanced courses in mathematics, art, music, science, English, and vocational education provide opportunity for high ability students to work together, to study independently, and to have internships and apprenticeships in the community. The club programs, for example, are recognizing and developing leadership. The Interscholastic League stimulates competition and high performance in debate, drama, tennis, football, and other areas. Student councils, school papers, and other organized activities under the direction of the school provide arenas for individual development of high potential for leadership, and creative and productive thinking.

Despite these and other regular, enriched, and advanced courses and activities, which will certainly be continued in schools of the 1980's, there is need for an organized, sequential, and coordinated program for gifted and talented individuals.

This population with special needs, estimated variously to include three to ten percent of the school population, has not been served as a special group by federally legislated programs nor by state support. Academically able students, of course, were reached by programs under the National Defense Education Act, Title III, the National Science Foundation, and other programs. Other high achieving students are being reached by some programs under the Elementary and Secondary Education Act, Title III.

Texas schools for the 1980's should add this special-need population to those already identified, such as handicapped, educationally disadvantaged, migrant, and bilingual, and have the resources to carry out programs for them.

A program for gifted and talented pupils is compatible with the Goals for Public School Education, and with the basic assumptions of the TASCD Task Force. The following specific assumptions apply:

- Early identification and appraisal begins in the pre-school years and continues into the elementary school years and beyond.
- Gifted and talented pupils participate in the mainstream of the school.
- Learning experiences provided for them which are separate or apart from the mainstream (and there will be such experiences) result in their integration, not isolation, both because of better self-awareness by the individual and better human relations developed within the group.
- Programs and activities planned for other needs, such as career education, bilingual education, special education, compensatory education, migrant education, and adult education, locate gifted/talented pupils, provide for their special needs, and incorporate appropriate evaluative, referral, and follow-up procedures.
- Special services programs, including guidance and home/school/community liaison, respond to special needs of gifted/talented pupils, assisting in identification, parental involvement, follow-up procedures, referral, testing, etc.

A school's effort for gifted/talented pupils should be characterized by continuity and coordination.

PROGRAM DESCRIPTION

The projected program for gifted and talented pupils is served by the four curriculums presented elsewhere in this report. This curriculum model lends itself to the addition of resources needed for gifted and talented pupils. The structure of curricular offerings under the problem-focused curriculum and the curriculum for humanistic values gives gifted and talented pupils the opportunity to develop and use special talents in working with others, such as

- analyzing, synthesizing, hypothesizing, conceptualizing
- planning strategies and solutions
- locating resources
- leadership in the group
- providing resources (knowledge, background, understanding) to group
- skills in discussion, debate, interview, reporting
- skills in creative and artistic expression
- perceptiveness in group processes

The curriculum for personal growth and development provides gifted and talented pupils the opportunity to discover, develop, and use special talents which serve the individual, such as a wide and strong repertoire of basic skills, and a clear awareness of self and self potential. The curriculum for specialization gives the gifted and talented the opportunity to develop competencies for career entry, for continuing a life-time education, and for satisfying avocational interests.

The curriculum model, made operational in the school for the 1980's, must have appropriate instructional and support services made accessible to talented or gifted pupils and their teachers.

It is quite possible that the definition of gifted and talented pupils will need to be delimited in order to justify a state-supported program. Historically, the programs for handicapped children, disadvantaged, and migrant have presented real problems in definition. For gifted/talented pupils, several definitions, narrower than those presented earlier, may be tried:

1. Gifted/talented pupils in academic, intellectual, or cognitive areas.
2. Gifted/talented pupils who show evidence of potential in one or more areas of the school curriculum.
3. Gifted/talented pupils as defined by a school district for the purposes of establishing a project or program.
4. Gifted/talented pupils -- all pupils. Each pupil has a talent or a gift which can be discovered, nurtured, developed.

Although many alternatives are open to organizing gifted and talented pupils for instruction, two plans are recommended for implementation, with priority given to preschool through middle school.

One Proposed Plan: The Use of a Resource Teacher

A small number of gifted and talented pupils are assigned to heterogeneous groups. Their instruction is directed by a classroom teacher or a team of teachers. These teachers, and the gifted/talented pupils assigned to them, are assisted by a resource teacher, professionally trained for working with gifted/talented pupils. The resource teacher's chief responsibility is to assist the teachers with instructional planning, pupil appraisal and evaluation; to locate and facilitate use of resources for teachers and pupils. These resources include instructional materials, and staff in the school, or people in the community and elsewhere who can provide information, guidance, or expertise, or suggest strategies for teaching and learning.

The resource teacher for gifted and talented pupils must have three kinds of competence:

- competence to work directly with gifted/talented pupils and their parents
- competence to work in helping roles with teachers and other school personnel
- competence in providing resources needed for the broad spectrum of alternatives for gifted/talented education

The resource teacher for gifted/talented pupils should be provided through state funding on a ratio of 15 pupils to one adult. In addition to the resource teacher, additional funding on a per capita basis should provide other program costs, such as those for special materials, travel, and staff development.

To ensure effectiveness of the program, it is further recommended that both resource teacher and program costs be provided initially to schools upon approval of program plans submitted to the Texas Education Agency and reviewed annually by the Agency. Program plans would include a description of the pupil population to be reached, specific performance outcomes sought, specific measures of progress toward these outcomes, and other assurances that the plan has support necessary for success.

Another Proposed Plan: School-Within-A-School

If sufficient numbers of gifted/talented pupils occur in a school district, the district forms schools-within-schools or alternative schools, at elementary, middle, or high school levels, and state resources should be made available for resource teachers and program support. Again, plans for these schools would be submitted to the Texas Education Agency, and would meet criteria or guidelines which would promote the individual's opportunities to develop potential gifts, talents, and individuality while safeguarding the individual's opportunity to be a part of the mainstream, valued by and valuing others.

Between now and the 1980's a considerable effort must be mounted to phase in a state program for the talented/gifted. A state plan should be developed and disseminated widely. A state committee on gifted/talented education should be made operational, advisory to the Commissioner of Education, and cooperative with other advisory councils, committees, and commissions, such as those for bilingual education, career education, early childhood education, and occupational-technical education. The planning for an organized state program for gifted/talented education should include professional education groups, parent groups, college and university staffs, and community resource groups, such as the Fine Arts Commission and the Texas Industry Council. Local school staff, education service center staff, boards of education (local and state), and Agency staff should be involved in developing guidelines and in establishing management and accountability linkage between state, regional, and local institutions.

Representative groups interested in instructional leadership services should also be involved in planning and implementing strategies for leadership support of a state gifted/talented program. Undoubtedly, a coordinated effort for staff development should be mounted, with teacher education institutions, through teacher centers, determining needed teacher competencies and designing programs for developing these competencies in a select group of teachers, teacher leaders, and supervisors.

Information about programs for the gifted/talented should be collected and disseminated.

Model programs should be designed, funded through ESEA Title III and other sources, state and/or federal, implemented, and evaluated. Community awareness and parental involvement activities should be carried out, first in communities where school districts wish to develop model programs. Models of community awareness and parental involvement programs should be refined and used in extending awareness statewide.

RESEARCH AND DEVELOPMENT

Much of the effort needed between now and the 1980's, when a statewide program can be mounted, could be classified as research and development. In addition, colleges and universities and other R&D institutions could prepare pupil follow-up strategies, program and pupil evaluation instruments, analyses of research information now available, strategies for early identification, and other program elements.

Recommendations are contained in the body of this section, pages 157-170.

TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

ADULT AND CONTINUING EDUCATION COMPONENT

ADULT AND CONTINUING EDUCATION COMPONENT-- A FULL PARTNER OF THE EDUCATIONAL TEAM

RATIONALE

There is a growing need for adult and continuing education to become a full and equal partner of the educational team. Six months after the implementation of HB 147, entitled Adult Education, there was an increased enrollment of 56 percent in adult education over the same period one year earlier. According to the National Education Association Report, "Ranking of States, 1973" only 47.4 percent of the Texas population 23 years old or older had 12 or more years of education in 1970.

Annual enrollment in adult basic education, secondary, post-secondary, remedial classes can be expected to exceed 350,000 annually by 1979 if instructional funds are available. These figures are projected from the local program directors' needs assessment document, spring 1974, Texas Education Agency.

It has been estimated that most young people entering the labor market for the first time must be prepared to change occupations at least three times during their employment lifetime. This trend emphasizes the need for continuous access to relevant educational opportunities. With increased leisure time, the need for access to education for avocational and other personal development is also emerging, though priority is now given to needs of the under-educated.

Under-educated adults will:

1. read, write, and speak the English language and compute sufficiently well to conduct transactions that are needed in living and in obtaining and holding a job;

2. practice good nutrition, health, and safety;
3. obtain and retain employment commensurate with their abilities;
4. recognize their rights and responsibilities as citizens and take a participatory role in community affairs;
5. develop a positive self-image, recognizing personal strengths and weaknesses and their relationship to occupational, social, and family relationships;
6. recognize the need for continuing formal and informal education.

These goals will be attained if 75 percent of program participants attain 67 percent of the goals.

ASSUMPTIONS

Students

In order for adult and continuing education to become a fully recognized member of the educational team, there will be a climate conducive to the development of programs to serve adults who, because of either age or life style, did not or cannot participate in institutionalized programs normally provided by public secondary schools or institutions of higher learning.

Learning

Learning is a continuous life-long process. Adults will continue to learn new skills and maintain earlier skills. At times they will need to "unlearn" behavior.

Adults will acquire new problem-solving techniques as their life circumstances change.

Adults will be more flexible in adjusting to new jobs and environments than the present population is.

Adult education immediately can pay rich personal and social dividends.

Setting

The entire community will provide the setting for adult and continuing education. Programs will be conducted when and where appropriate to the needs of the local population and effort will be made to facilitate the transition between occupations and/or new job locations. The concept of the community school will undergird the program for adult and continuing education.

Mission and Scope

The adult and continuing education program will provide comprehensive life-long learning programs. The programs will provide for both the enrichment of life as well as a "second opportunity" for any adult. Programs will afford training for new job skills as the work world changes, and for a more worthy use of leisure time as life styles are modified.

PROGRAM ELEMENTS

Staff

The staff for adult and continuing education should meet current certification qualifications and demonstrate an ability to work with adults. Although the emphasis should be to maximize the number of instructional units, curriculum development specialists and other ancillary service personnel must be provided to assure quality programs. The expanding concept of adult and continuing education will require new staff members or contractual services based upon local needs.

Personnel Development

Preservice and inservice education for staff must emphasize how adults learn, techniques for teaching adults, the future of the world of work, knowledge of occupations, and an understanding of contemporary life styles. Personnel must have knowledge of public services and include this content in consumer education, family education, and citizenship instruction.

Implications for Staffing

A ratio of one teacher to ten students for training in technical and occupational skills is recommended. A ratio of one to twenty for classes in communication is recommended. An instructional aide for four teaching units is desired.

RELATIONSHIP TO THE COMPREHENSIVE CURRICULUM MODEL

The following chart describes the relationship of the adult and continuing education component to the comprehensive curriculum model. The emphasis in adult and continuing education is in specialization and in personal growth and development.

A COMPREHENSIVE CURRICULUM MODEL:
ADULT AND CONTINUING EDUCATION

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Characteristics:	Characteristics:	Characteristics:	Characteristics:
.multi-disciplinary	.multi-disciplinary approaches	.indepth study in one discipline	.based on careful and periodic assessment and guidance support
.short-term involvement in real (not simulated) problems	.short-term involvement; long-term application	.long-term involvement	.short- or long-term involvement
.individual-centered with group structure and immediate application of teaching	.group-centered	.individual-centered	.individually-prescribed
			.programmed for immediate rewards
Outcomes:	Outcomes:	Outcomes:	Outcomes:
.involved and informed citizen	.recognition of language/cultural diversity	.competence in continuing education	.physical and emotional maturity
.competence in present coping with life problems and improvements in solving adult problems	.recognition of cultural heritage (literature, drama, history, music, art)	.competence for career entry and/or advancement	.competence in communication
.sensitive to future individual needs for self-improvement	.participation in saving, conserving, transmitting these values	.informed of variety and possibilities for careers	.life-time skills and habits which can maintain healthful living
	.creative expression		.competence in: consumer economics, occupational knowledge, government and law, community resources, health
			.competence in self-expression in a variety of media

Adult and Continuing Education (cont'd)

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Learning Activities:	Learning Activities:	Learning Activities:	Learning Activities:
.discussion, books, films .learning module .action research	.association with students of different ages, ethnicity, socio-economic class, culture .films, plays, museums, arts and crafts demonstrations exhibits, surveys	.shop and laboratory training .films, books, radio, television .tutoring	.shop and laboratory .individual learning packages .tutorial strategies .counseling
Skills:	Skills:	Skills:	Skills:
.communication-listening and talking for social and business needs .reading and writing for solving problems	.knowledge of multi-cultural facets of the arts .ability to recognize contributions to society .creative expression in art, music, drama, etc.	.specific job skills for technological occupa- .housekeeping and home maintenance skills .selection of jobs relevant to one's skill and aims .knowledge of related occupations .work behavior skills: knowledge, efficiency, promptness, etc.	.ability to talk and listen for social and business .ability to read and write for social and business needs .knowledge of nutrition and healthful living .knowledge of consumer economics .ability to utilize community resources .knowledge of function of government and law--and of one's rights and obligations .parenting skills

RECOMMENDATIONS

1. A comprehensive neighborhood-based communication, recruitment, and training program should be initiated to attain the program goals. This goal will be attained if 75 percent of the eligible adults are served by the program. Eligibility should be determined by minimum required performance levels.

2. Research and development activities now underway in adult literacy, including the development of testing instruments, should be watched carefully, and the findings and instrumentation used in the Texas program as feasible.

3. Curriculum development in areas relevant to program goals should be accelerated with the objective of providing total learning systems that are attuned to the special educational needs of program participants.

4. The recruitment and development of personnel to teach undereducated adults should be accelerated.

5. Staffing of adult and continuing education programs should consider special needs to individualize and personalize instruction and provide support services for recruitment, occupational guidance, placement, and follow-up.

6. The program should be supported under the Foundation School Program.

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TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

OCCUPATIONAL AND TECHNICAL EDUCATION COMPONENT

OCCUPATIONAL AND TECHNICAL EDUCATION COMPONENT

OVERVIEW

Occupational and technical education is an integral part of career education, which is assuming more significance in the total educational program for boys and girls. Occupational and technical education makes its contributions at elementary, secondary, and adult levels, primarily in exploration of and preparation for careers. Since career education concepts permeate or overlay the four curriculums in the TASCD Task Force comprehensive curriculum model, occupational and technical education will, in schools of the 1980's, join with general education in addressing the personal needs of individuals to become economically competent.

Beginning in kindergarten and continuing through elementary grades, career awareness and orientation experiences form the basis for career decision-making, development of vocational interests, and clarification of work-oriented value systems. Because occupational and technical education programs focus on careers, they are evaluated in consideration of both satisfactory placement in jobs and continued study in the chosen career field by college-bound students toward the goal of enabling all students to realize their potentials.

RATIONALE

The mission of public education for this decade, as well as the decade of the 1980's, is to provide equal opportunity for every student to achieve maximum intellectual, social, emotional, and physical growth and development. This mission will be attained when each individual is able to deal effectively with others, be competent in the world of work and in pursuing a higher education, and make creative and constructive changes in one's life as well as the community, state, and nation. To accomplish this mission, the individual's personal needs must be addressed by the school's instructional program. Among the more important needs of individuals are the following:

- to have a self-image which enhances the sense of personal worth
- to be able to interact successfully with others
- * to attain academic and vocational competence
- to achieve and maintain physical fitness

These needs of individuals must be consolidated with societal needs; that is, schools must respond effectively to both the individual's needs and to societal demands for an educated citizenry. In occupational and technical education particularly, there may be conflict between societal and individual needs which must be reconciled by the school. The cumulative deficits among large groups of citizens focus societal needs which should be considered in planning occupational and technical instruction. These include but are not limited to the following:

- skills needed to enter an occupation by those who graduate from high school
- marketable skills for all who drop out of high school or college
- under-trained working poor who are relegated to low-skill, low-paying jobs
- mothers of school-age children who need and want to re-enter the labor market

- shifts in technology or labor market demand which cause workers to become unemployed
- involuntarily retired persons who want to continue to work and who need a new marketable skill
- discharged mental patients who need a marketable skill
- veterans returning to civilian life without marketable skills
- inmates of correctional institutions who need skills training to become employable
- the economically disadvantaged and the physically and mentally handicapped

Considered altogether, the needs of individuals to become economically competent and the needs of society for trained manpower determine the goals and objectives of occupational and technical education.

Among the Goals for Public School Education in Texas is a goal for occupational competence:

1. To provide each student with opportunity to develop an awareness and understanding of occupational options
2. To provide opportunity for each student to develop desirable understandings, attitudes, and self-involvement in an occupational endeavor
3. To provide opportunity for each student to develop skills supportive of his or her occupational interests
4. To provide exploratory activities and learnings for each student which contribute to the development of avocational skills

In this report "occupational and technical education" and "vocational education" are used synonymously.

ASSUMPTIONS IN VOCATIONAL EDUCATION

About pupils--

1. Vocational education contributes to the production in pupils of desirable understandings, attitudes, and involvements toward occupational endeavor as an investment of life energy.

2. Vocational education equips the individual with occupational proficiencies which will enable him or her to engage in an occupation skillfully.

3. Vocational education is the right of everyone who desires it and who can profit by it. The school is responsible for providing this education within the curriculum.

About learning and schooling--

1. Occupational-labeled courses frequently are prime vehicles for achieving such outcomes as proficiency in communication, ability to handle quantitative relationships, and command of problem-solving processes.

2. Vocational education is effective in proportion to the degree that it trains the individual in the thinking and manipulative habits required in the occupation.

3. Vocational education is effective in proportion to the degree that it enables each individual to capitalize upon his or her interest, aptitudes, and intelligence to the highest possible degree.

4. Vocational education is effective in proportion to the instructor's competence in the application of skills and knowledge to the operations and processes he or she undertakes to teach.

5. The only reliable source of content for specific training in an occupation is in the experiences of masters of that occupation.

6. For every occupation there is a body of content which is peculiar to that occupation.

7. Vocational education is efficient to the degree that it is responsive administratively and instructionally to the individual.

8. Most future employment opportunities will require some type of training other than a college degree.

9. Workers require retraining many times during their working careers.

10. Vocational education is a continuous process from early childhood throughout life.

About setting and environment--

1. Vocational preparation must recognize conditions as they are and must train individuals to meet the demands of the market.

2. Effective vocational preparation can only be given where the training jobs are carried on in the same manner, the same operations, the same tools, and the same machines as in the occupation itself.

3. The effective establishment of process habits in any learner will be secured in proportion as the job preparation is given on actual jobs and not on exercises or pseudo-jobs.

About the mission and scope of vocational education--

1. Vocational guidance, counseling, placement, and follow-up will continue to be a major function of every educational institution.

2. Vocational education provides specific experience for developing habits of doing and thinking needed for gainful employment.

3. A larger proportion of the work-for-pay force will be women.

4. Vocational education meets the specific training needs of any group at the time of need and in such a way that individuals can most effectively profit by the instruction.

5. Vocational education is efficient in its methods of instruction and its personal relations with learners, as it takes into consideration the particular characteristics of any group which it serves.

6. A smaller proportion of the work force will be needed in goods-producing industries, while a larger proportion will be needed in the service industries.

7. Vocational education will respond to societal problems as they emerge, such as shortages of raw materials and energy sources, and will expand instruction in reclamation and recycling of irreplaceable resources.

Constraints--

1. Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it.

2. For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retrain employment in that occupation. If vocational education is not carried to that point with that individual it is neither personally nor socially effective.

3. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational

education cannot be given; and if the program does not permit this minimum of per capita cost, vocational education should not be attempted.

Relation of vocational education to total program--

1. Occupational programs can be used as the magnet which holds pupils in contact with general education.

2. Vocational education reinforces much abstract learning by affording opportunities for practical applications, thus helping general education to make sense.

3. Vocational education programs can be developed which serve as nonblocking career ladders, and they can be planned to be consonant with the goals of both general and vocational foundations of education.

4. Career education is a concept, and occupational and technical education programs are one segment contributing to the total career development of individuals.

5. Vocational education, like general education, is a responsibility of the total school and cannot be limited to a single discipline or department.

PROGRAM DESCRIPTION

By definition, vocational education is training or retraining which is given in schools or classes, including field or laboratory work, and remedial or related academic and technical instruction incident thereto. It is under public supervision and control and is conducted as a part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers, technicians or paraprofessionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs.

The curriculum is goal-centered, and for most youth, goals are most meaningful when related to preparation for employment. A total vocational program for the 1980's will include:

1. Pre-employment retraining and upgrading programs for youth and adults
2. Programs recognizing different interests and abilities, including programs for persons with special needs
3. Supportive services to provide for physical, mental, and remedial education needs of the individual

To meet the needs of the total population in the 1980's, the vocational education program for the future proposes the following:

1. Vocational education programs must speak to continuing occupational education and employment needs at the local level as well as statewide.

2. Vocational education must be coordinated with general education and therefore have strong elementary and middle school effort.

3. Vocational education must be flexible in terms of funding and program management so that it has the capability to adapt to changing societal needs.

4. Vocational education must deal with specific competencies required, not be bound by clock-hour requirements.

5. Age/grade levels of program offerings must also be flexible to meet individual differences and needs of students. Getting this

flexibility may mean changes in restrictive laws and insurance restraints regarding hazardous occupations.

6. Vocational programs must acknowledge that personal traits and habits are as important as skill in performing a task.

7. Clusters of occupations must be introduced in vocational preparation programs as well as in exploratory and/or avocational programs.

8. Vocational programs must reflect accountability in terms of job placement and satisfactory performance of students.

9. All resources, including community, business, and industry, must contribute to curriculum development and operation of vocational programs.

10. Vocational programs should utilize and contribute to resources of all service areas, including pupil personnel (counseling, home-school-community liaison, job placement, and referral), instructional leadership, instructional resources, and other areas of support described elsewhere in this report.

11. Vocational education personnel should be available on a year-round basis to provide counseling in job placement and to assist students in contacts with business, industry, and other potential employers; in addition, personnel should be available for development and modification of instructional programs as needed.

12. Preservice and inservice teacher education programs should be competency-based, and certification of personnel should permit individuals to perform various roles in the teaching-learning process--master teacher, teacher, teacher aide, supervisor, coordinator, director, and others. Demonstrated competencies in occupational and teaching skills should be

the criteria for awarding provisional and professional certification, not a specified number of years of occupational experience and/or formal education.

VOCATIONAL EDUCATION'S RELATIONSHIP TO THE COMPREHENSIVE CURRICULUM MODEL

Although vocational education operates under various laws of federal and state government which tend to separate its programs from the general elementary and secondary education programs, the TASCD Task Force believes that the comprehensive curriculum model offers an opportunity to unify the curriculum and to intensify the interrelationships of components. The curriculum charts which follow describe some of these interrelationships and the staffing and facilities needed to support the vocational education component.

Chart A depicts the relationship of vocational education in the elementary school to the proposed curriculum model.

Chart B illustrates a possible staffing pattern and setting for vocational-technical education as related to the elementary curriculum model.

Chart C shows the relationship of vocational education to the curriculum model in the middle school, and Chart D speaks to middle school staffing patterns and setting.

Chart E depicts the high school curriculum relationships to vocational-technical education, and Chart F suggests staffing and setting for the high school vocational-technical area.

CHART A

RELATIONSHIP OF VOCATIONAL EDUCATION TO THE CURRICULUM MODEL: ELEMENTARY EDUCATION

[See pages 18-19 on characteristics, outcomes for elementary education; also page 25 on career education overlay, elementary and middle school education]

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Vocational education disciplines contribute content to this curriculum. Problems come from homemaking, industry, distribution, agriculture, etc.	Vocational education disciplines contribute content to this curriculum, as in study of culture groups, home, living styles, work, language of business/industry, distribution of goods, etc.	Vocational education disciplines contribute content to specializations which puils are made aware of, such as industrial technology, homemaking, agriculture, etc.	Vocational education disciplines contribute content to this curriculum. For example, health, nutrition, safety, job skills, and attitudes toward work, etc.
Vocational education teachers, consultants, etc., serve as resource persons to groups organized around problem of interest. Provide information, facilitate work, and locate community resources.	Vocational education teachers, coordinators, consultants, counselors, etc., serve as resource persons to groups exploring humanistic values, heritage, culture, etc. Provide information, facilitate work, locate community resources.	Vocational education teachers, consultants work on teams, or form teams to assist pupils in career awareness, avocational awareness, educational planning.	Vocational education teachers, consultants work with individual pupils or small groups of pupils in developing personal skills which are valued in world of work (leadership, punctuality, effective language, etc.). VE staff assists in counseling, assessment, instruction, finding materials and other resources, using community resources.
Vocational education teachers, consultants, etc., serve in staff development activities for teachers, counselors, etc., on VE disciplines, resources, strategies, methods, etc.	Vocational education teachers, consultants, etc., serve in staff development activities for teachers, counselors, etc., on VE disciplines, resources, strategies,	Vocational education teachers, coordinators, consultants, counselors assist in staff development of teachers in understanding world of work, contribution of VE in career education, strategies for hands-on activities, use of clubs for motivation, experience, learning.	

CHART B

RELATIONSHIP OF VOCATIONAL EDUCATION TO THE CURRICULUM MODEL: ELEMENTARY EDUCATION

Type of Activity	Possible Staffing Pattern	Possible Facility/Setting
Problem-focused Curriculum (See Curriculum Model)	.Consultants with expertise in career awareness to give input and provide resources in all activities where appropriate.	.Wherever pupils learn, including community sites. .Educational technology (TV, etc.)
Curriculum for Humanistic Values (See Curriculum Model)	.By state guidelines or by cooperative efforts at the local and/or regional level, vocational education staff should be available as consultants to elementary teachers, as curriculum planners with elementary teachers, as teaching team members, as guest teachers, etc.	.Community resources: people, materials. .Vocational education resource materials in learning resource centers.
Curriculum for Beginning Specialization (See Curriculum Model)	.Elementary coordinator for career awareness and/or consultants might be one alternative open to schools, funded through the Foundation School Program. .Schools might have choice of an industrial arts program to enrich career awareness, avocational awareness, and to motivate overage or disinterested pupils; also typewriting program.	.Wherever pupils learn. .Regular classroom with an industrial arts teacher and transportable hand tools - or moving from class to class to demonstrate and allow pupils to handle tools - or shop space used as a resource center for students to move into at specified times.
Curriculum for Personal Growth and Development (See Curriculum Model)	.Input from vocational education through elementary school counselors (with vocational education training) and work experience in addition to teaching.	.Wherever children learn. .Career corner in learning resource center. .Reference materials to use by teachers and students. .Research and independent study in appropriate areas.

CHART C

RELATIONSHIP OF VOCATIONAL EDUCATION TO THE CURRICULUM MODEL: MIDDLE SCHOOL EDUCATION REGULAR INSTRUCTION, PRE-VOCATIONAL EDUCATION, TECHNICAL AND INDUSTRIAL ARTS EDUCATION

[See middle school model, pages 20-21, and career education overlay for middle school, page 25]

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Program Activities/ Organization	Program Activities/ Organization	Program Activities/ Organization	Program Activities/ Organization
Same as elementary with addition of the following:	Same as elementary with addition of the following:	Same as elementary with addition of the following:	Same as elementary with addition of the following:
.mini-courses taught by multi-disciplinary teams (including VE), exploring business/ industrial related problems, environment, transportation, and other community-based concerns	.mini-courses taught by multi-disciplinary teams (including VE), exploring value systems of work-oriented society, human relationships, etc.	.pre-vocational exploration .occupational orientation .job-entry instruction for semi-skills occupations for pupils with special needs	.skills instruction in VE areas for personal use (such as limited skills experiences in typewriting, child care, home maintenance, construction , hobbies, etc.)
.activities involving VE teachers in group problem-solving, practice in leadership/followship, etc.	.activities involving VE staff developing self-awareness, creativity, worthy membership in society (VE clubs, one vehicle)	.use of clubs program for career exploration and for avocational exploration hands-on work experiences in controlled school laboratory settings and simulated business/industry settings .using educational technology (TV, computer) to bring world of work to school .avocational exploration	.practice and reinforcement activities in VE classes (specialization) for individual development, planned in this curriculum (i.e. pupil in math lab uses VE class for reinforcement. This is the concept of present program CVAE.)

CHART D

RELATIONSHIP OF VOCATIONAL EDUCATION TO THE CURRICULUM MODEL: MIDDLE SCHOOL REGULAR INSTRUCTION, PRE-VOCATIONAL, TECHNICAL AND INDUSTRIAL ARTS EDUCATION

MIDDLE SCHOOL STAFFING PATTERNS

Type of Activity	Possible Staffing Pattern	Possible Facility/Setting
Problem-focused Curriculum .Special needs (learning activities such as environmental studies, free enterprise system) (See activities in curriculum model)	.Vocational-qualified teachers for special programs such as CVAE (vocational in objective for 14 years of age or older) .Counselors with special requirements for handicapped children	.Shop space and equipment comparable to that found in business and industry (for CVAE)
Curriculum for Humanistic Values Learning activities for understanding the world of work, getting along with others, the family, and the cultural implications in these areas (See activities in curriculum model)	.For design of programs and activities in a class or lab that requires group planning, designing, producing, and distributing requiring a teacher (industrial arts, homemaking, business, etc.) (1:25 ratio) .Occupational orientation--teacher-student activity (1:25 ratio), or Incorporate with ongoing curriculum so that it will be relevant	.Labs and classrooms with equipment so that skills and understanding can be taught as cooperative planning and work goes on
Curriculum for Specialization (See activities in curriculum model)	.Additional pre-vocational industrial arts programs (1:20 ratio) .Teachers for industrial arts, business, health, homemaking, distributive education, etc. (1:25 ratio) .Coordinator for students eligible for coop program .Counselors with vocational expertise for all students	.Shop and equipment comparable to that found in business and industry (safety factors included) .Classroom space with adequate resource area for self-study materials

Relationship of Vocational Education to the Curriculum Model: Middle School (cont'd)

Type of Activity	Possible Staffing Pattern	Possible Facility/Setting
Curriculum for Personal Growth and Development (See activities in curriculum model)	.Vocational and industrial arts teachers knowledgeable of how to inject basic skill reinforcement as it applies to areas of instruction .Counselors with vocational expertise .Coordinators for students in cooperative programs .Some vocational staff may act as resource people for visiting classes, hosting field trips or visits, or acting as advisors	

CHART E

RELATIONSHIP OF VOCATIONAL EDUCATION TO THE CURRICULUM MODEL: HIGH SCHOOL EDUCATION

[Refer to charts, pages 22-23, describing high school; also page 26 on career education overlay]

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Specialization	Curriculum for Personal Growth and Development
Program Activities/ Organization	Program Activities/ Organization	Program Activities/ Organization	Program Activities/ Organization
Same as elementary and middle school with addition of the following:	Same as elementary and middle school with addition of the following:	Same as elementary and middle school with addition of the following:	Same as elementary and middle school with addition of the following:
.skill development in problem-solving (as related to specialization)	.use of VE youth leadership program courses, coop., etc., as human relations laboratories	.structured toward job entry level skills .cluster-skill development .vocational counseling .skill developed under specially trained teachers .support services (year round) .cooperative programs .vestibule training for job entry .youth leadership programs	.job referral, placement, and follow-up .upgraded training guidance and referral .remedial, corrective, and developmental instruction: referral, counseling, assessment, and evaluation with VE staff

CHART F

OCCUPATIONAL-TECHNICAL EDUCATION STAFFING PATTERNS: HIGH SCHOOL

Type of Activity	Possible Staffing Pattern	Possible Facility/Setting
Problem-focused Curriculum (See Model)	.Counselor in each secondary school	.Shop space and equipment comparable to that found in industry and providing safe instruction
	.Vocational shop teacher	
	.Vocational coordinators	
	.In a small school district or community, programs other than agriculture and homemaking provide heterogeneous co-operative programs--carried on in connection with business community. Ratio: Shop 1-15 (training stations); Co-op: 1-20	.Adequate research and design area .Adequate space for presenting related information
	.Adequate supervision, dependent on size of district	.Use of business and industry as training stations in co-op program for field trips, etc.
Curriculum for Humanistic Values (See Model)	.A part of vocational curriculum injected during the teaching of skills	.Same facility in which the vocational subject is being taught
	.Counselors--with experience in other fields than teaching	
Curriculum for Specialization (See Model)	.Same as Problem-focused Curriculum	.Same as Problem-focused Curriculum .May require special equipment dependent on occupational objective

Occupational-Technical Education
Staffing Patterns: High School (cont'd)

Type of Activity	Possible Staffing Pattern	Possible Facility/Setting
Curriculum for Personal Growth and Development (See Model)	.Where school size permits, one related technical-information teacher	.Adequate space for related technical instruction
	.Coördinate with academic teachers on practical application of subject matter	.One-to-one instruction in shop area
	.Vocational teacher places emphasis on need for basic skills in "world of work"	.Regular classroom
	.Counselors: vocational background	.Office space
	.Counselors: regular for testing, personal problems	.Office space

RECOMMENDATIONS

In order to achieve the long-range program goal of providing 100 percent of all high school graduates with skills and knowledge required for occupational entry skills, the TASCD Task Force makes the following recommendations:

1. All legislation regarding vocational education should be permissive rather than restrictive so that programs can adapt to changing needs. This recommendation applies to the availability of funds at the local level as well as the determination of local needs and the planning, management, and evaluation of programs (including determination of what constitutes adequate facilities and equipment). As a consequence of this recommendation, the annual state plan would grow out of local annual plans; and accountability for producing results would be based upon the extent to which the program meets locally identified needs.

2. The goals of the instructional program should be stated in terms of specific competencies to be attained by students along with criteria for acceptable performance; and they should be made known to students, parents, and employers in advance. Furthermore, each student should be permitted to enter into training programs by demonstrating prerequisite competencies, progress through the training in accordance with his/her capabilities, and exit from the program by demonstrating attainment of terminal competencies. Desirable personal traits and habits should be a part of the program goals.

3. The class time and grade level framework for vocational education should facilitate the locally planned and managed instructional

program. That is, school districts need flexibility to offer this instruction without existing restrictive clock-hour requirements. Programs should be distributed over many grade levels as needed.

4. The framework of courses should be planned in accordance with the entry level job requirements in every occupational area, not with respect to a fixed number of clock-hours. Furthermore, courses and their sequence should be organized by clusters of related occupations which respond to the manpower training needs of the state and the individual's need to adapt to a variety of job opportunities.

5. The vocational education accountability model should be included in all educational planning.

6. Community resources, such as local or regional producers and consumers, should be sought out to furnish and/or supplement public school units with equipment, facilities, and consultant services. They might also provide scholarships for outlying district students in the form of housing and transportation to facilities with the needed training capability.

7. New and creative ways must be sought to supply vocational training to students in small or isolated districts. These might include residence programs, scholarships to other districts, mobile vocational units, itinerant teachers from regional service centers, or other ways.

8. The Foundation School Program should provide management of the occupational and technical programs at all levels--state, regional, and local.

9. The role of the Agency, regional service center, and local leadership personnel should be redefined to facilitate the recommendations herein, particularly to meet the need for additional local supervisory and other leadership personnel.

10. Vocational teachers and counselors should be available at least 11 months of the year, and directors and supervisors should be available 12 months of the year.

11. Salary schedules for vocational education directors, teachers, and support personnel should be made attractive to top quality people; and teacher education institutions and inservice education programs should provide training to complement and supplement work experiences. Industrial arts pre-vocational certification requirements should remain the same as they are now with additional training provided through inservice education programs. Salary schedules for industrial arts pre-vocational personnel should be in conformity with other vocational education personnel.

12. Vocational personnel of all groups--administrators, teachers, and support personnel such as counselors and aides--should have work experience necessary for competence in their position.

13. More effective methods of teacher education and expanded programs of preparation for teaching vocational students should become available. Vocational teacher education should be offered in a number of institutions at strategic locations, available to personnel in all geographic areas of the state.

14. Preservice and inservice teacher education programs should be competency-based, and certification of personnel should permit individuals

to perform various roles in the teaching-learning process--master teacher, teacher, teacher aide, supervisor, coordinator, director, and others. Demonstrated competencies in occupational and teaching should be the criteria for awarding provisional and professional certification, not a specified number of years of occupational experience and/or formal education.

15. Financing of education programs should be escalated so that by 1985 all high school graduates will have entry-level skills for an occupation.

16. Research and development in vocational-technical education, particularly teacher education and curriculum materials development, should receive continued support.

17. The recommendations of the Advisory Council for Vocational-Technical Education in Texas, as well as the expressed needs of all segments of the producer-consumer population, should be given serious consideration by the staff of the Agency; and appropriate recommendations should be forwarded to the State Board of Education.

18. Three areas of general education are necessary concomitants to successful vocational training and must be emphasized:

1. Basic skills such as communication and mathematics
2. Career awareness
3. Building of desirable personal skills, attitudes, and habits which employers demand, such as responsibility, dependability, and ability to get along with other people

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TEXAS ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

COMPENSATORY EDUCATION COMPONENT

COMPENSATORY EDUCATION COMPONENT

RATIONALE

Education which is specially planned and funded to help students overcome specific learning deficiencies and reach certain expectations may be thought of as compensatory. Because present categorical programs such as special education for the handicapped and bilingual education are intended to make up for learning handicaps, they may also be considered compensatory. These and many other compensatory education programs are sufficiently well established as useful additions to the basic instructional program that planners must assume that they will continue. However, no one pretends that existing programs meet *all* of the special learning needs of Texas pupils.

Although various studies, particularly the Texas Needs Assessment Report (Reading and Mathematics), have revealed that many children in the state are currently achieving below expectations in reading and mathematics, restrictive regulations and insufficient funds make it impossible for schools to serve all of these students through federal compensatory education programs. For example, approximately one-third of the eligible pupils are not being served by the Elementary and Secondary Education Act, Title I program. A substantial need exists, therefore, to provide a state-supported compensatory education program for educationally deprived children who are not achieving up to their potential in school.

Educators and citizens agree that the elementary and secondary school is the only public institution which has primary responsibility for teaching reading and mathematics basic skills. Also, it is highly probable that society will continue to demand accountability of elementary and secondary schools for teaching reading and mathematics skills. A state compensatory education program which focuses on reading and mathematics could produce significant gains in pupil achievement among eligible pupils because

- successful alternative learning systems are available,
- many teachers have been trained to use these learning systems in ESEA Title I and other federal programs, and
- the pupil population to be served is marginally educationally deprived (as contrasted with ESEA Title I children who are mostly seriously educationally deprived).

PROPOSED COMPENSATORY EDUCATION PROGRAM GOALS

- Ninety percent of the pupils in grades two through six (exclusive of educable and trainable mentally retarded) who score one or more levels below their expectancy level on state curriculum-referenced tests* in reading and mathematics and pupils in kindergarten and grade one who score at or below the 25th percentile on an appropriate readiness test will perform at least up to age-level expectations after three years of instruction in the program.
- Ninety percent of the pupils enrolled for three or more years in the program will demonstrate a positive self-image as measured by scores on a state self-concept instrument.**

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*A state curriculum-referenced test is used here to mean a test constructed from material in state-adopted textbooks. Such tests would provide a range of several levels of items and could, therefore, be used to determine the pupil's highest level of performance in reading and mathematics.

**A state self-concept instrument is used here to mean an instrument constructed by test designers especially for Texas pupils.

ASSUMPTIONS

Regarding societal changes--

1. The movement of minority populations into major metropolitan areas will continue.

2. There will continue to be a direct correlation between the economic status of families and the achievement of their children in schools.

3. Economically deprived families will continue to produce as many children as they now do; it is unlikely they will produce less.

Regarding pupils and programs--

1. The state will support programs for educationally deprived four-year-olds.

2. The state will support full-day programs for five-year olds.

3. Day care centers will be required by the state to have an approved education component.

4. The teaching of basic reading and language arts skills to young children will continue to require compensatory education.

5. The teaching of basic mathematics skills and concepts to young children will continue to require compensatory education.

6. Teachers will describe their expectations for pupils in basic subjects in behavioral terms which will allow the measurement of pupil achievement by criterion-referenced instruments.

7. Pupil achievements in basic subjects cannot be assessed adequately with norm-referenced instruments.

8. Effective instructional materials for individualizing and personalizing instruction for economically and educationally deprived children will be more abundantly available.

9. Children from low income families will continue to have a high drop-out rate.

Regarding personnel--

1. Competencies needed by those who teach educationally deprived children will be described in explicit terms.

2. The preservice education of personnel who teach educationally deprived children will continue to be a problem.

3. The inservice education of personnel who teach educationally deprived children will continue to be a problem.

4. Personnel will accept increased responsibility for involving parents in the education of their educationally deprived children.

5. Personnel will become increasingly competent to use structured diagnostic-prescriptive approaches to teaching educationally deprived children.

Regarding federal policies--

1. Compensatory education for economically deprived pupils will continue to receive substantial financial support from federal funds (as presently available through the Elementary and Secondary Education Act, Title I).

2. Comparability requirements will continue to limit the LEA's ability to provide maximum services for all eligible educationally deprived pupils.

3. USOE guidelines will require comprehensive planning (including needs assessment and involvement of participants, program evaluation, funds accounting, and periodic reporting) as a prerequisite to receiving federal funds for compensatory education.

PROGRAM ELEMENTS

1. Eligibility -- Pupils enrolled in grades two through six who score one or more levels below expectancy level on the state curriculum-referenced reading and mathematics tests, and pupils in kindergarten and grade one who score at or below the 25th percentile on an appropriate readiness test are eligible. A pupil may continue in the program for three consecutive years after his eligibility is determined even though he exceeds expectation levels on tests in the second and third years, for the reason that additional confidence and success build self-image and assure later progress in school.

2. Planning -- A preliminary needs assessment is conducted by administering the state curriculum-referenced tests in reading and mathematics to all pupils in kindergarten and grades one through six. Based on information from the needs assessment, the funds allocation formula is established. Teachers participate in a statewide training program, and school districts receive funds to make plans and purchase instructional materials.

3. Allocation of Funds -- School districts receive a specific allocation of funds for each subject area for each eligible pupil. After this initial year, school districts are allocated funds based on a

formula which includes such factors as incidence of deprivation and percent of pupils who attained the program goals. The formula is designed to encourage all school districts to attain and exceed the state goal.

4. Spin-off Benefits --

   a. The state would have an accountability system for kindergarten and grades one through six.

   b. The Agency could evaluate the effectiveness of state-adopted mathematics and reading materials based upon pupil performance and, thereby, advise publishers of needed improvements.

   c. Much useful information would be made available to plan local, regional, and state inservice education programs.

5. Instructional Setting -- The local district may choose whatever setting is appropriate for meeting needs of students, i.e. instructional resource center, self-contained classroom, home study center, etc. The compensation for the program is based on student achievement, not on a required environment that may or may not produce results.

6. Instructional Materials -- School districts may elect to use the state-adopted instructional materials and/or special learning systems. Again, the extent to which stated program objectives are attained is the criterion for allocating funds, not whether additional instructional materials are utilized.

7. Staffing -- School districts may use the allocated funds in accordance with local needs. That is, additional teachers or aides may

be employed or new instructional resources may be purchased. Regardless of the staffing used, the district will be accountable for producing results--academic achievement and positive self-image.

8. Personnel Development -- School districts will be invited to participate in TEA-sponsored programs to train administrators, teachers, paraprofessionals, student tutors, and parents to implement the compensatory education program. At least five days annually of inservice training will be made available using local, regional, and national authorities as resource persons.

9. Research and Development -- Because this program uses an integral pupil evaluation, this data base is available for research and development. Research should answer the following questions:

1. What combinations of variables produce the best results, especially regarding student achievement and self-image?
2. Which program treatment configurations are most cost effective? least?
3. To what extent and in what ways does this program affect pupil behaviors in other areas of learning?

Answers to these questions will enable decision-makers at all levels to assess the effectiveness of the Texas instructional program.

RECOMMENDATIONS FOR COMPENSATORY EDUCATION

1. Provide compensatory education for all pupils, preschool through grade six, who achieve below level expectations in reading and mathematics.

2. Allocate funds for this program using a formula which incorporates specific needs along with results produced by the program.

3. Conduct a preliminary statewide assessment of pupil achievement, plan the instructional program, secure instructional materials, and train teachers to implement the program in accordance with the plans as soon as possible.

TEXAS ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

A Proposed Program for the 1980's

EARLY CHILDHOOD EDUCATION COMPONENT

EARLY CHILDHOOD EDUCATION COMPONENT

RATIONALE

The interest of both educators and laymen in early childhood education constitutes one of the most significant new developments in education. Until recently, school people and laymen assumed that the years before five or even six did not belong to school, nor did they worry about private or welfare day care or nursery schools. Now educators recognize, and laymen are accepting, that the time to begin formal instruction and to provide comprehensive services to children is in the early years, especially for those whose families are economically unable to provide these services.

Educators are now recognizing the significant and complicated learning and development attained by very young children before they even contact organized education. It is in the first three years that language development takes place at its most rapid rate.

Educators are also discovering that in order to create an effective learning environment, there must be a new alignment and enhanced cooperation between home and school--one in which each moves toward recognizing the strengths as well as the weaknesses of the other. Children learn in different settings throughout the day; and motivation to learn, as well as actual learning success, requires a total living situation in which parents and school work together.

There is an urgent need, therefore, to develop a comprehensive system of education that will include the total life process where the two major educational institutions--home and school--cooperate and communicate for the total education of the child. This system places educators in the position of leaders in the total process--leaders of an educational team that operates in the home, in the school, in the community, and through the mass media to serve all children of all people.

PROPOSED EARLY CHILDHOOD EDUCATION GOALS

1. Early childhood education will be made available to all five-year-old children throughout Texas. Local school boards will have the option of providing full-day or half-day kindergartens, or of providing both, leaving the option to parents whether to enroll their five-year-old children in full-day or half-day kindergartens. Enrollment and attendance in kindergarten is optional, at the choice of parents.

2. School districts, at the option of local boards of education, will provide early childhood education on either a full-day or half-day schedule for three-year-old and four-year-old children. Enrollment in such programs will be optional, at the choice of parents.

3. Foundation School Program financing will support the early childhood education options elected by local school boards and parents. Staffing and financing will be based on the same patterns as those recommended for elementary and middle schools.

4. With Foundation School Program financial support and as a requirement for school accreditation, child development instruction for credit toward graduation will be offered by all school districts for middle and high school students.

5. Parent education programs will be available to all parents of children ages three through eight in order to facilitate the development and guidance of their young children.

6. Public and private institutions engaged in education of children ages three through eight will maintain a quality program including:

- compliance with instructional and staff certification standards of the Texas Education Agency
- compliance with licensing standards of the State Department of Public Welfare
- approval and/or licensing and joint regulation of public and private institutions by the Texas Education Agency and the State Department of Public Welfare, not by one agency alone
- periodic refinement and clarification of standards through continuous study of state and local programs by cooperating public and private agencies--state, regional, and local
- creation of instructional standards which include provision for appropriate certification of all staff members who manage or teach in early childhood education schools. Teachers will devote at least 10 hours per week to planning instruction, visiting in homes and conferring with parents, and working with cooperating agencies

7. The program will have provisions for monitoring and evaluating program effects and for facilitating systematic improvement through development and dissemination of proven practices. A broadly representative Council for Early Childhood Education, appointed by the Governor, will recommend to him policies, procedures, priorities, and plans for the optimum use of the state's resources in providing quality education, care, and other services for young children. The Texas Education Agency's

responsibility will be to establish and implement standards for the instructional setting and certification of staff, to implement a comprehensive research and development program, and to disseminate the findings to concerned institutions. Each education service center and the colleges and universities, with the cooperation of the local school districts and the Agency, will be responsible for developing a comprehensive program for upgrading existing staff and recruiting and training new staff in the region.

PROGRAM ELEMENTS

Program Description

The early education program for children, ages three through eight, should provide opportunities for children to grow and develop personally, to develop problem-solving skills, to develop humanistic values, to accept themselves and others, and to begin to be aware of career options and aesthetic appreciation.

Children need to increase their oral vocabulary, frequently in both English and Spanish (or another home language), in order to develop a clearer understanding of the real meanings of ideas and words. Children need pleasant experiences in listening and observing, with opportunities to explain to others what they have observed and experienced. They need opportunities for wholesome play in interaction with boys and girls of their own age and stage of development. Also they need space and opportunities for big-muscle activities that bring zest and enthusiasm for learning.

By receiving patient, understanding guidance, young children should develop increasing understanding of their own physical aptitudes and limitations. They learn to build, to assemble and sort materials, to run and jump and throw and catch balls, and to dig and participate in gardening. In addition, they develop desirable health habits.

Often creative potentialities are latent and undiscovered in young children. Creative teachers need to develop innovative strategies to nurture and develop children's creative tendencies.

Because young children make choices among alternatives, discuss plans, cooperate in play, listen to each other, and express ideas to each other, early childhood education programs can lay the foundations for cooperative problem-solving and for seeking better ways of working together. Early childhood education should aid children in finding help and guidance to solve problems.

In early childhood education, boys and girls should also learn to share with each other and to take turns in the use of equipment and materials. They should learn to respect each other's ideas and goals, each other's achievements and productions. They should explore property rights and limitations of authority. Wise and resourceful teachers can guide children into beginning to assume responsibility for their own behavior and for their own learning. Thus, children can begin to realize the consequences of their own behavior and expressions.

As young children accept themselves and their families and classmates with increasing understanding, they learn to appreciate the value of different ways of behavior and different backgrounds. They need to understand that they have much in common with other children who superficially seem to be different. They can further develop their understanding of other children by learning customs, songs, dances, costumes, and stories of other cultures.

Not only do children need to know about other cultures, they also need contact with beauty in many forms. They need to participate in creating their own ideas of beauty in music, art, poetry, gardening, cooking, clothing, drama, dance, and other activities. In this manner, they can learn to appreciate creative expression of others and to express their ideas and feelings in these forms.

In the proposed program, children can begin to develop a sense of competence through understanding and valuing the skills they master for themselves. As they accomplish tasks, their attainments should be noticed and commended. As they become responsible, they understand that responsibility is one of the basic elements in a career. They also learn the value of skill and competence. Agreement and commitment to schedules aid them in developing a sense of the value of time. Thus, teachers and aides with the cooperation of parents, can help children to understand the difference between carefree flexibility and fulfillment of commitments. They should develop awareness that there are appropriate occasions for each.

Having more time available for the wide variety of activities outlined above constitutes a strong argument for full-day kindergarten for all five-year-old children.

Planning and Directing

The planning and directing of the state program of early childhood education should be under a Council for Early Childhood Education appointed by the Governor with the consent of the Senate. This council would be broadly representative of state, local, private, and parochial agencies and institutions, professional associations, and the public at large, all of whom have an interest in young children. The council would be responsible to the Governor for establishing policies, procedures, priorities, and plans to ensure that the state optimally uses available resources to effect quality education, care, and other services for young children.

Instructional Setting and Resources

The Texas Education Agency should establish standards for the required instructional setting, including space for teaching, instructional resources, and other environmental factors that affect the quality of teaching. Furthermore, the Agency would be charged with implementing these standards, including approving institutions, and through the Council, with coordinating requirements for instruction with the requirements of other agencies.

Staffing and Personnel Development

The staffing goals of the early childhood education program should be attained through the concerted efforts of the Council to obtain the cooperation of all public and private institutions involved in recruiting and training personnel, particularly the colleges and universities, teacher education centers, local education agencies, and private and parochial schools. A comprehensive program would be developed in each region to upgrade existing staff and to recruit and train new staff. A reasonable period of time would be allowed for institutions to meet all standards for certification of staff. State accreditation and licensing requirements, however, would become mandatory as soon as possible.

RESEARCH AND DEVELOPMENT

The Texas Education Agency should be charged with implementing a comprehensive research and development program and with disseminating the findings of this effort to the concerned institutions. The major thrusts of the research and development program would be to evaluate the cost-effectiveness of various program treatments, to investigate the variables which affect teaching and learning, to conduct basic research to discover new knowledge needed to plan improved practices, and to conduct longitudinal studies of program effects over time. Also, the research and development program would gather and maintain basic data needed to make policy and management decisions at the state and regional levels. The research and development program would include funds for local evaluation of programs, particularly context, process, and product evaluations.

New programs and new strategies for early childhood education should be shared with other teachers through Agency dissemination and through university, service center, and professional association programs.

The charts on the following pages describe in greater detail the relationship of early childhood education to the comprehensive curriculum model, particularly in characteristics, outcomes, and activities and strategies for learning.

CHART A

A COMPREHENSIVE CURRICULUM MODEL: EARLY CHILDHOOD EDUCATION

CHARACTERISTICS

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
.multi-disciplinary	.multi-disciplinary	.exploration of possible interests	.careful and continuous assessment
.group-focused where possible	.group-centered, with personal guidance	.exploration of interests in small groups, with personal guidance	.identification and facilitation of aptitudes
.short-term involvement	.short- and long-term involvement	.variable time periods by individuals	.group activities, with personal guidance
.use of home/school/community resources	.use of home/school/community resources	.enlistment of home/school/community resources	.varying time periods according to individual needs
			.use of home/school/community resources

OUTCOMES

Problem-focused Curriculum	Curriculum for Humanistic Values	Curriculum for Beginning Specialization	Curriculum for Personal Growth and Development
.participation in sharing, taking turns, helping others, seeking solutions	.self-acceptance	.foundation for further study and exploration	.self-acceptance
.active role-playing, with developing understanding of roles other than his/her own	.respect for classmates	.awareness of varied interests and aptitudes	.acceptance of role in kindergarten groups
.identification and recognition of problems	.respect for other children	.awareness of variety of careers	.acceptance of family role
.identification of resources and tools for resolving difficulties	.respect for adults	.awareness of and confidence in personal potentialities	.acceptance of brothers and sisters
	.understanding of the gratifications of co-operation, sharing, exchange of ideas	.awareness of values of specialization	.acceptance of responsibility for personal care, safety, health, neatness
	.value of group cooperation		.awareness of aptitudes and limitations
	.recognition of beauty in many forms		.commitment to safety, health, ethics appropriate for young children
	.positive self-image		.awareness of interests
	.awareness of potential for learning and development		.creation of beauty
	.self-confidence		.appreciation for beauty
			.self-confidence
			.vocabulary development and language

CHART B

A COMPREHENSIVE CURRICULUM MODEL: EARLY CHILDHOOD EDUCATION

ACTIVITIES AND STRATEGIES FOR LEARNING

Problem-focused Curriculum

- .interaction with other children and with adults in games, construction, field trips, lunch, etc.
- .role-playing, dramatic play
- .exploration
- .experimentation with toys, classroom equipment, building blocks, etc.
- .planning cooperative activities
- .planning for safety and health
- .planting seeds and cultivating plants
- .caring for animals

Curriculum for Humanistic Values

- .telling classmates and teachers about himself/herself and his/her activities, hopes, and problems
- .listening to others
- .developing interest in others
- .helping others
- .sharing
- .taking turns
- .learning customs, songs, dances, games, stories from diverse cultures
- .exchanging ideas

Curriculum for Beginning Specialization

- ."Show and Share" activities
- .encouragement of aptitudes in construction, expression, music, dance, art
- .vocabulary and language development
- .exploration of interests
- .identification and facilitation of aptitudes and creativity
- .encouragement to ask questions
- .encouragement of curiosity, quest-type activities
- .listening and observing accurately

Curriculum for Personal Growth and Development

- .development of health and safety habits
- .guidance on health and safety problems
- .free play
- .vocabulary development
- .introduction to new concepts
- .learning sportsmanship in games and in interaction with others
- .exploration of interests
- .awareness of variety of constructive activities
- .awareness and appreciation of beauty
- .participation in creation of beauty
- .development of aptitudes, talents, interests
- .developing responsibility for personal behavior

EARLY CHILDHOOD EDUCATION RECOMMENDATIONS

1. Automatic financing under the Foundation School Program should be provided to enable the state to attain the proposed early childhood education goals.

2. Foundation School Program funds should be provided to implement the full-day program for all five-year-old children and to pilot test programs for three- and four-year-old children. Also, recommended staffing for these programs should be authorized.

3. The Council for Early Childhood Education should be established.

4. Standards and procedures should be developed for accrediting and licensing private and parochial schools as a joint responsibility of the several state governmental agencies.

5. A strong renewal capability for early childhood education should be developed to ensure needed research and development, personal development, and other components on a long-range basis.

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